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ABSTRACT

The program aimed to develop and implement educational activities for migrant children which would increase their achievement level in the public school classrooms and to deal with matters of self, their interaction with others, and survival. Two types of learning programs were emphasized: Multi-Purpose Resource Centers which supplemented the child's educational opportunities and coordinated the health, cultural, social and educational services to Connecticut's migrants; and the Summer Enrichment Program which added emphasis on intensively teaching the migrant child. The Centers provided an Early Childhood Program which enrolled 108 children and an Individualized Instruction Program which served 218 children. Primarily an academically oriented six weeks of intense, but high interest, study to strengthen skill levels and teach the students to be individuals, the Summer Enrichment Program provided 964 students with academic and recreation experiences, and health, hygiene, and nutrition services. To evaluate the program, the students were given the Inter-American Test of General Ability, the Inferred Self-Concept Scale, and the Children's Perceived Powerfulness Scale, and teachers were given a questionnaire which focused on their attitudes and feelings about the children, their parents, the community and the program. Test results indicated the program was effective since no pretest-posttest losses occurred. Teacher responses showed consistent positive patterns at three centers and neutral to negative patterns at two centers. (NQ)

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EVALUATION
PROGRAM
FOR
MIGRANT CHILDREN

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EXECUTIVE DIRECTOR

STATE OF
CONNECTICUT

THE 1971-72 EVALUATION OF THE CONNECTICUT PROGRAM FOR MIGRANT CHILDREN

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INTRODUCTION

It may be true to say that poverty gave rise to migrancy. For it was the poor who, in the 30's journeyed to Florida, for instance, to work the citrus harvests, or the sugar cane fields, or with winter vegetables for one dollar a day; and it was the poor who comprised the contingency of over one million people who migrated northward each year, forming the Atlantic Coast migratory stream from Florida, and similar "streams" from Texas and California. Focusing on migrancy, John Steinbeck wrote The Grapes of Wrath, perhaps the first modern extended commentary on the pervasive aspect of migrant life in America. More recently Robert Coles' book, The Uprooted Children, redescribes the plight of the child of migrant parents.

It may be safe to assume that there will always be fields to work, but less so for human hands than for machines. The dynamics of an economically oriented, technological culture like ours should cause hand labor to eventually become obsolete. Of central concern are the children whose parents compose the migrant stream. If technology is fast making tasks associated with migrancy obsolete, few of the children can become migrant workers. And even if they could, given the quality of life experienced generally, compared to that of a migrant worker, it is clear what the goal of programs which address themselves to children of migrant workers should be.

Today's migrant child must become tomorrow's teacher, butcher, baker, policeman, or civil servant. He must have skills to offer, and these he must learn. It is not enough that he becomes self-sufficient; he must strive to become self-determining. The migrant

child must be prepared for other roles, more positive goals, and for meeting new and strange expectations. Teaching the migrant child — providing skills, new perspectives, coping strategies, all add up to survival value.

The concern of the Connecticut Migrant Program is primarily to allow the migrant child to survive. His survival lies in the fact that, with skills, he can move from migrancy to non-migrancy. Concerns such as these can be addressed through an educative process. It is with such goals in mind that the Connecticut Migrant Program exists.

Legislation Affecting Migrant Children: The Federal Level

The academic performance of disadvantaged children in the public schools was a major factor causing the passage of Congress of the Elementary and Secondary Education Act of 1965. By means of this Act, compensatory education was seen as the mechanism through which the academic deficits of disadvantaged children would be remediated. This far reaching, very ambitious policy stated, in part:

> Sec. 101 In recognition of the special education needs of the children of low-income families and the impact that concentrations of low-income families have on the ability of local educational agencies to support adequate educational programs, the Congress hereby declares it to be the policy of the United States to provide financial assistance to local educational agencies serving areas with concentrations of children from low-income families to expand and improve their educational programs by various means (including preschool programs) which contribute particularly to meeting the special educational needs of educationally deprived children.

When we speak of disadvantaged children, probably the single most disadvantaged group are children of migrant workers. Consequently the Elementary and Secondary Education Act of 1965 was amended (P.L. 89-750) to include children of migrant agricultural

workers. This amendment provides grants to the state education agency.

The Migratory Child: Definitions

"Title I Program Information Guide #28" of the U. S. Office of Education states that "a migratory child of a migratory agricultural worker is a child who has moved from one school district to another during the past year with a parent or guardian who was seeking or asquiring employment in agriculture including related food processing activities such as canning." An interstate migrant is "a child who has moved with a parent or guardian within the past year across state boundaries in order that a parent, guardian or member of his immediate family might secure temporary or seasonal employment in agriculture or in related food processing activities. The parent or guardian and child are expected to continue in the migrant stream." An intrastate migrant is "a child who has moved with a parent or guardian within a state in order that a parent, guardian or member of his immediate family might secure temporary or seasonal employment in agriculture or in related food processing activities. The parent or guardian and child are expected to continue in the migrant stream."

The five year eligibility provision applies to families meeting either of the above conditions who are no longer following the crops and are "settling" in a community. A child in such a family "may be considered eligible to participate in projects funded under Public Law 89-750 for a period of five years with written consent of the parents. However, since state priorities under Public Law 89-750 are directed to programs for interstate and intrastate migra-

tory children who are deprived the opportunity of a full school term, projects under this law should not be specifically designed and funded for children in the five-year eligibility category where the regular Title I program is deemed sufficient to meet the needs of the most educationally deprived children, including the children of former students."

National Goals

Our program goals relate directly to the national goals which are stated as follows:

Instructional Services

1. Provide the opportunity for each migrant child to improve communications skills necessary for varying situations.

2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

3. Provide specially designed programs in the academic disciplines (Language Arts, Social Studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.

4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

5. Provide programs that will improve the academic skill, prevocational orientation, and vocational skill training for older migrant children.

6. Implement programs, utilizing every available federal, state and local resources through coordinated funding, in order to improve mutual understanding and apprecation of cultural differences among children.

Supportive Services

7. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

8. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.

9. Provide for the migrant child's physical and mental well being by including dental, medical, nutritional, and psychological services.

10. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student effort.

11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

Connecticut State Program

The Connecticut State Program for Migrant Children is operated within the Connecticut State Department of Education. The Program's central office is located on the University of Hartford campus. The University of Hartford through contractual agreement with the State Department of Education serves as the fiscal agency and administrator of the federally approved contract.

The University is a fast growing metropolitan institution with a formal commitment to the needs of poor children. This commitment involves teacher preparation programs which gear themselves to equipping teachers to more effectively attend to the learning problems of poor children; and to enrichment and recruiting programs designed to enable more children of poor parents to receive university training. Consequently the University of Hartford and the Connecticut Migratory Children's Program share significant commonality.

The Connecticut Migratory Children's Program (CMCP) emphasized two types of learning programs: 1) Multi-Purpose Resource Centers which operated through-out the year, and 2) Summer Enrichment Programs.

The goal of the Multi-Purpose Centers was to supplement the child's educational opportunities and to coordinate the health, cultural, social and educational services to migrant families in Connecticut. The goal of the Summer Enrichment Program was similar with added emphasis on intensively teaching the migrant child.

PHILOSOPHY

The premise is simple: people are valuable and, therefore, ought to be valued. Specifically, we hold that the children of migrant workers must not become the fathers and mothers of migrant children unless by choice. We believe this is so for two reasons: 1) The day of the migrant worker is passing, and even were it not, the life of the migrant worker includes too many privations and too few pleasures; a world of social, and economic contraints and too few acceptances. 2) The migrant world provides long drawn out tasks, and inequitable rewards. In a world such as ours, our children deserve better. In terms of philosophical application, the Connecticut Migrant Program develops and implements educational activities for children of migrant parents which will:

1. Increase ability to perform adequately in the public school classrooms.

2. Increase ability to deal with matters of self, the self and others, and today's reality, generally.

The realization of these goals will provide children of migrant parents with the ability to achieve and succeed in spite of known stumbling blocks, which tend to be virtually permanent fixtures in their lives, and which have operated to inhibit learning.

CONNECTICUT PROGRAM OPERATION

Staffing Structure of Connecticut's Migrant Program

Table 1 shows the organization of Connecticut's Migrant Program.

Migrant Education Center: University of Hartford

The migrant education center is located at the University of Hartford and was established to accomplish the following:

a. To insure the overall administration of the Connecticut Migratory Children's Program including the migrant education center, multi-purpose centers, and the summer enrichment program.

b. To develop and implement inservice and preservice training workshops and seminars for teachers and teacher-aides employed by the Connecticut Migratory Children's Program.

c. To assist teachers in instructional preparation by providing instructional techniques, cooperative planning sessions and inservice workshops.

d. To make available and to develop curricular strategies which relate directly to the educational needs of children of migrant parents.

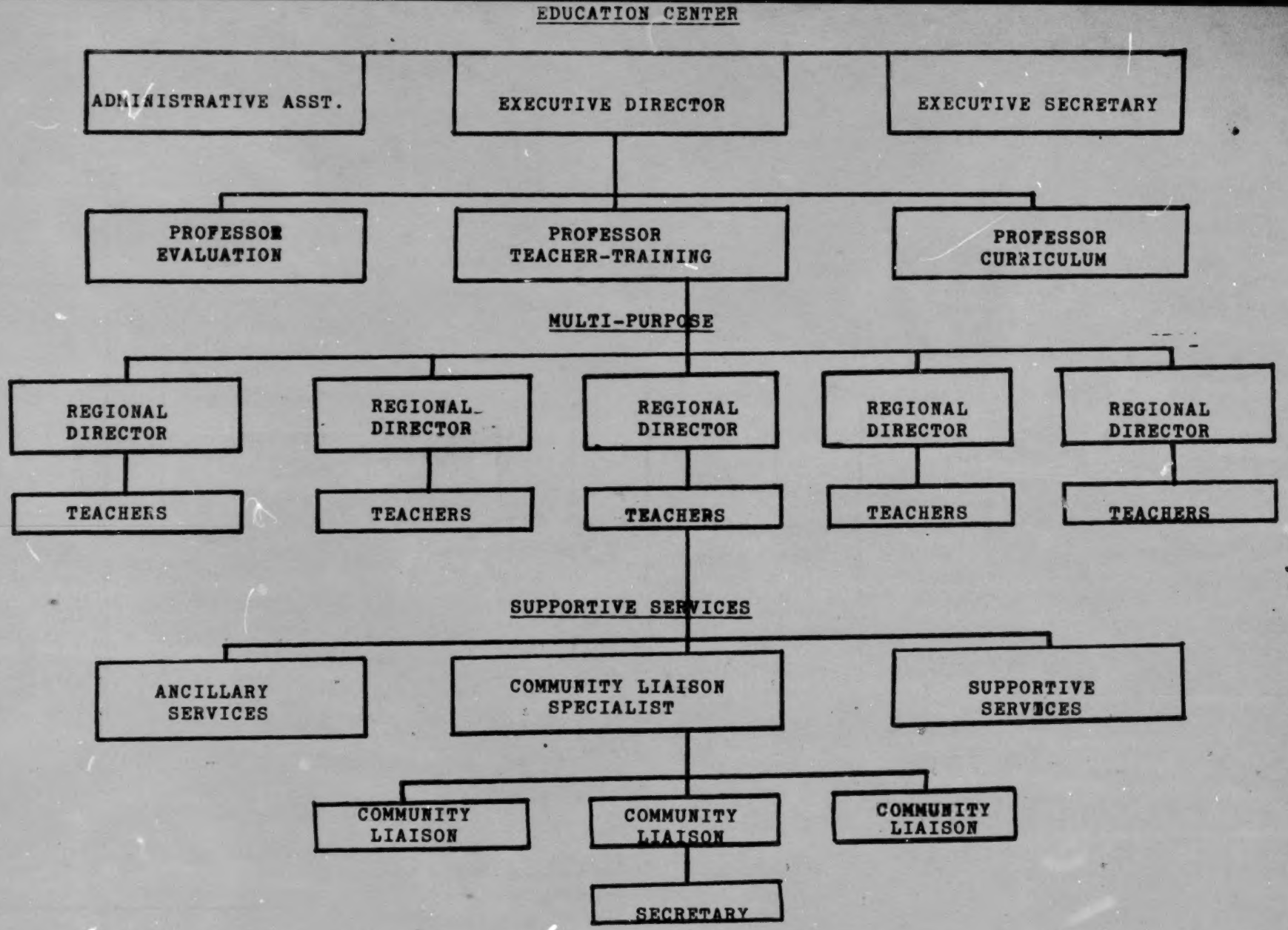
e. To assess mastery of overall skills taught throughout the program.

f. To insure general program effectiveness by evaluating teacher performance, and learner outcomes.

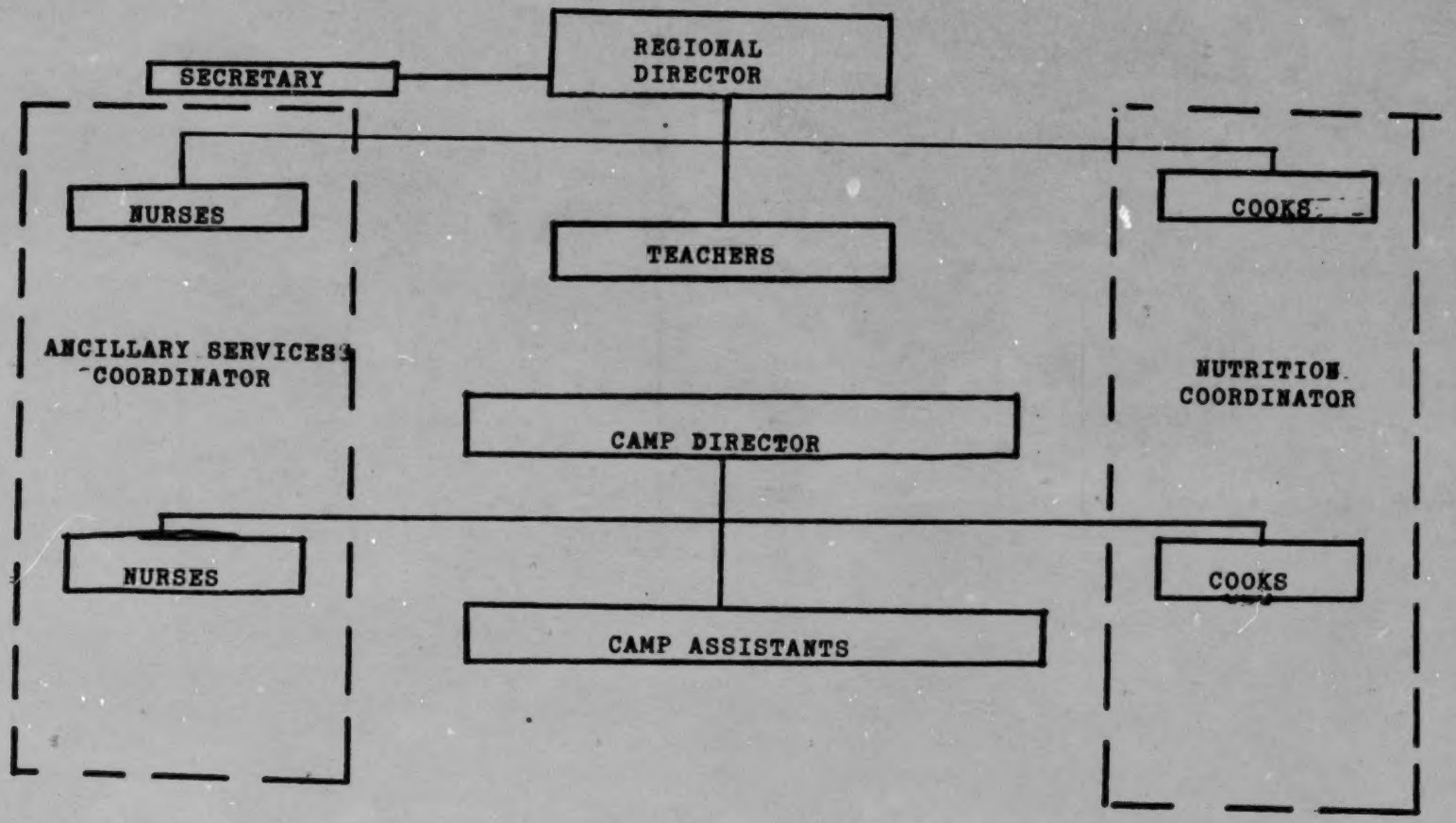
To accomplish the goals stated above, a core group of four professional persons having the following titles: a) Executive Director, b) Assistant Professor, Curriculum, c) Assistant Professor, Evaluation, and d) Assistant Professor, Teacher-Training comprise the staff of the education center.

Basic projects completed by the Migrant Education Center are as follows:

1. The modification of the Foreign Language Innovative Curricula Studies (FLICS) package for use in teaching


EDUCATION CENTER
ADMINISTRATIVE ASST.
EXECUTIVE DIRECTOR
EXECUTIVE SECRETARY
PROFESSOR EVALUATION
PROFESSOR TEACHER-TRAINING
PROFESSOR CURRICULUM
MULTI-PURPOSE
REGIONAL DIRECTOR
REGIONAL DIRECTOR
REGIONAL DIRECTOR
REGIONAL DIRECTOR
REGIONAL DIRECTOR
TEACHERS
TEACHERS
TEACHERS
TEACHERS
TEACHERS
SUPPORTIVE SERVICES
ANCILLARY SERVICES
COMMUNITY LIAISON SPECIALIST
SUPPORTIVE SERVICES
COMMUNITY LIAISON
COMMUNITY LIAISON
COMMUNITY LIAISON
SECRETARY

SUMMER PROGRAM



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preschool Spanish-speaking children.

This modification was felt necessary because the package was originally developed for use with Mexican-American children and not for Latin American or Puerto Rican children. The modifications were meant to reconcile language background differences for these two groups of Spanish-speaking children. Modification emphasis was placed on vocabulary and sentence structure.

2. The development of four books complete with accompanying records and instructors' manuals for use with classes for preschool age children. The four books represent culturally relevant literature for young Puerto Rican children. Each book is an annotation of an original Puerto Rican folk tale, In order to gather material for the literature series, two Puerto Rican staff members of the Connecticut Migrant Program were sent to Puerto Rico. There, they spent many hours listening and recording original folk tales told by old "storytellers' in several families. From the many tales recorded, four were selected. These were modified for use as an effective teaching tool for young Puerto Rican children.

3. The development of task analysis oriented curriculum units. These units were developed by members of a graduate level class at the University of Hartford on "Teaching the Migrant Child." They were edited and refined by other staff members. The unit package covers the areas of Reading, Mathematics, Science, Language Development, Social Studies and Physical Education. Most of the units are available in beginning and advanced levels. The package is available in Spanish and English.

Multi-Purpose Centers

Multi-Purpose Centers were designed to provide general and specific compensatory education services to migrant children and their families. They were located in five areas containing a concentrated population group of children of migrant families. The goals of the multi-purpose centers were consistent with the national goals of the education of migrant children. Specific emphasis was given to the following:

1. Provide the opportunity for each migrant child to improve communication skills necessary for varying situations.

2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

3. Provide specifically designed programs in the academic disciplines (Language Arts, Mathematics, Social Studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.

4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

5. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational process.

6. Provide for the migrant child's physical and mental well-being by including dental, medical, nutritional, and psychological services.

7. Increase staff self-awareness of their personal biases and possible prejudices and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

Each multi-purpose center was unique in that it addressed itself specifically — in terms of staff and educational experiences offered — to the educational and ethnocultural needs of the population group(s) of students and their families it served. Specific activities of the multi-purpose centers are discussed at length below.

Early Childhood Education Component

Philosophy

The CMCP philosophy for Early Education is consistent with the ideas that 1) Meaningful learning can occur prior to age six; 2) Certain population groups of young children — migrant children in particular — need as much preschool experience as possible and 3) Readiness for school entry can be enhanced through meaningful preschool activities.

Goal

The overall goal of the CMCP preschool program was to enable the child of migrant parents to enter public school with no discrepancy in terms of school readiness when compared with non-migrant entering school populations in the same area.

The basic idea behind our objectives was to teach the child survival skills which implies competency in dealing with the world. This means that we were concerned about and attended to the way the migrant child felt about himself. Just as we wanted to enable him to attain competency in beginning attempts at quantification, we similarly wanted him to have a firm initial grasp of the communication process. We were also concerned about his physical development, and, therefore, structured activities geared to enhancing motor performances. Finally, we were concerned that the child of migrant parents developed basically sound health and general hygiene habits.

Objectives

1. To promote a positive response to school activities.
2. To identify and remove where possible indications of an aversiveness to school and school activities on the part of the child of migrant parents.
3. To promote through structured activities that require increasing levels of peer interaction, the psychosocial development of the preschool child of migrant parents.
4. To teach and assess preschool skills such as presorting, preclassification, and decoding so that upon entry in kindergarten migrant children will perform at a level equal to or greater than that of a similar group of non-migrant children.

Adaptations to Local Situation

Locating appropriate space for early childhood program classrooms

in those areas where preschool children of migrant parents are concentrated, was a major difficulty. Public health and safety guidelines had to be met with regard to adequate physical structures and their location, area of total square feet available, cooking facilities, and fire exits. We were able to satisfy these requirements in all centers except Vernon.

Enrollment

The total number of children served in the Early Childhood Program was 108. This figure represents the enrollment at the centers shown below:

CENTERS	ACTUAL ENROLLMENT
Hartford	37
New Haven	25
Willimantic	19
Ellington	4
Meriden	23

Individualized Instruction

Description

The Individualized Instruction Program, along with the Early Childhood Education Program were the main activities of the CMCP during the regular school year. Individualized instruction is a diagnostic-prescriptive approach to teaching school age migrant children.

Philosophy

In the public schools, migrant children do less well than their non-migrant counterparts. As they advance through school, the achievement level gap between migrant and non-migrant student widens. The educational life of the migrant child is characterized by discontinuity. Perhaps, many different schools, erratic periods of

school attendance, and numerous associated school adjustment problems all contribute with other factors to make it difficult for the migrant child to perform well in the public schools.

Whatever the complex of reasons for the academic performance of the migrant child in the public schools, it can be enhanced through a properly designed program. Such a program would first of all involve a skilled, supportive staff. It would also require an educational approach which would 1) set about to assess the presence or absence of necessary skills, 2) provide instruction on the basis of assessments made, and 3) which then reassessed.

Goal

Our overall goal was to raise the achievement level of the migrant child.

Objective

The objective of the Individualized Instruction Program was to affect the migrant child's ability to perform in school to the point that after a period of 6-8 months instruction in the Individualized Instruction Program, he would perform at a level in school significantly better than he did prior to enrollment in the Individualized Instruction Program.

Children Served

The total number of children served in the Connecticut Migrant Children's Individualized Program was 218. This figure represents the total enrollment of all the centers shown below:

CENTERS	ENROLLMENT
Hartford	40
New Haven	47
Willimantic	49
Meriden	35
Ellington	47

Summer Enrichment Program

Description of Activity

The Summer Enrichment Program was primarily an academically oriented six week period of intense, but high interest study. While the Early Childhood Education Program and the Individualized Instruction Program ran throughout the year, the Summer Enrichment Program remained a dominant focus of the CMCP. For six weeks, a staff selected specifically to teach in the Summer Enrichment Program, worked with migrant children to remove skill difficulties, to strengthen skill levels, to try to teach them what it means to be individuals.

The summer period provided opportunity for intensive educational experiences. It was a period when students were provided with alternative education forms. Open education and outdoor education were two types of programs offered. The basic idea of presenting alternative forms was to enable the students in our program to receive instruction within an atmosphere free of the aversiveness that often exists for poor children in public schools. Open education provided the opportunity for the child to make decisions about the courses he would take depending on his interests and needs. Concern here was placed on the decision making process and on developing an awareness of consequences. The children were made aware of their needs and generally made responsible choices. This was a beginning exercise in autonomy and self-determinism. Since certain research (Gable and Minton, 1971; Bartel, 1971; Battle and Rotter, 1963) tends to suggest that lower class children are not as internally motivated as middle class children, and since internal motivation is associated with achievement, open education activities

were viewed as one means of causing children to become more internally motivated.

Each week four of the six centers spent the day at the Program's summer camp. This camp presented an outdoor education curriculum which also focused on basic skills.

Outdoor education approached a 'school without walls' or a nature education concept. As the name implies, most of the outdoor education activities took place on nature trails, in rock quarries, or beside streams. Although outdoor education was implemented at every regional center during the summer, the central focus for it was the summer camp which operated during the period of the Summer Enrichment Program.

The staff of a typical summer center was as follows:

a. Center Director
b. Master Teacher
c. Teachers
d. Teacher-aides
e. Cook
f. Cooks' Helpers
g. Secretary
h. School Nurse
i. Custodian
j. Camp Personnel

In each professional category, screening procedures were developed to insure appropriateness of the personnel being employed, with respect to the student population being served. The concern was to obtain individuals who shared the language and/or culture of the students. Sensitivity of the staff to the complex needs of the children and their parents was the prerequisite for relationships between staff, the children and parents.

Philosophy

The lives of migrant children tend to be highly mobile. This means that migrant children are enrolled in many schools during their

school age years, and also that limited school attendance usually accompanies each school enrollment. Their achievement level is thought to be correlated with school enrollment. As these children grow older, the gap widens between them and their non-migrant peers, in terms of academic achievement. Perhaps as a group, migrant children constitute the greatest single source of illiteracy in American today.

The CMCP attempts to provide the migrant child with an educational program which will raise his performance level to the point that he will be competitive with his non-migrant peers in the public schools. Such a program must fit the child's specific needs, take into account his strength and weakness in various academic areas.

Recent research (Bartel, 1971) suggests that some children tend to believe that they can have a great deal to do with what happens to them. The locus of control for these children can be said to be internal. Other children tend to feel that what happens to them is largely dependent on forces outside themselves. The locus of control for these children can be said to be internal. Other children tend to feel that what happens to them is largely dependent on forces outside themselves. The locus of control for these children can be said to be external. Research also suggest that poor or disadvantaged children tend to be externally controlled, or to lack power when compared with middle class children (Battle and Rotter, 1963).

Feeling a lack of power is roughly analogous to the idea of a child having a poor self-concept. Consequently, one of the major

goals of the Program is that of increasing the power of the child.

In addition to the academic program, it is also generally recognized that the migrant child seldom sees a doctor, or that he may lack the necessary knowledge he should have regarding general hygience and nutrition. Consequently, overall planning for the Summer Enrichment Program includes components designed to provide academic and recreation experiences; and also provisions for health, hygiene, and nutrition.

Goal

We believe children should be taught within the context of an anxiety free environment, and that included in their teaching should be situations geared to increase awareness of self, of self in interaction with others and of survival.

Objectives

1. To assess the basic skill levels of all enrolled students.
2. To teach the essential academic skills that will enable migrant students to function effectively in the regular classroom.
3. To develop within the migrant child a feeling of cultural and ethnic pride with respect to his specific ethnic group membership.
4. To enable the child to identify and understand those aspects of the dominant society's sociocultural patterns that will enable the child to achieve within the dominant society.
5. To structure activities that will provide practice in cooperation and working as a team.

The total number of children served in the CMCP Summer Enrichment Program was 964. This figure represents the combined enrollment

at the centers shown below.

CENTERS	ACTUAL
Hartford	287
New Haven	184
Ashford	62
Willimantic	146
Meriden	105
Ellington	110
Waterbury	60

A Typical Day at a Center

Each morning, children attending the Summer Enrichment Program were picked up by buses or vans and driven to their assigned center. With the arrival of the children, the school day began with a nourishing breakfast. A typical meal consisted of fruit juices, cereal, toast, bacon and eggs, or french toast with syrup and milk.

Once all students were fed, a short organizational session prepared everyone for the day's activities.

The curricular offerings covered most traditional subjects such as Mathematics, Language Development, Science, Reading, Social Studies, and Physical Education. The major differences between instruction here and in the regular classroom is that at many of the Summer Enrichment Centers, instruction is not tied to 'seating plans, a quiet, orderly room,' or insistence on the assimilation of appropriate learning situation-specific behaviors. Instead, instruction often took place outside classrooms in the form of measurements being taken on a baseball field, or in a school bus. Students learned natural history on wilderness trails, and science while capturing insects and reptiles. While there was much that approached open education programs (including one center that was emphatically 'open'), and the 'school without walls' concept, there was also many classrooms

which were traditional in structure.

At noon, following a morning of classes in various academic areas, lunch was served. Sound nutritional practices were regarded as a very important aspect of the Summer Program. Dietitions at each center assisted with planning meals, ordering foods, and providing information about nutrition to the children. The noon meal included meat, vegetables, salad, starchy food, bread, milk, and dessert. This meal was planned to meet the basic needs of 1/3 to 1/2 of the average daily food allowance. After lunch many mixed activities occurred. Some of the academic classes continued to be held until the school day ended. For some groups there were art and dance lessons. There were newspaper assignments and field trips for other groups.

Snacks, consisting of a fruit drink, cookies or fruit, and occasionally left-over desserts, were served between 2:30 p.m. and 3:00 p.m. as supplements to the childrens' daily food pattern. Following the afternoon snack, the children boarded their assigned buses and were transported home.

The basic idea of the summer camp was that it would reinforce in a nature setting, many of the academic activities that were taking place in classrooms. A second concern was that meaningful learning occurring out of doors is an experience which offers such a contrast to traditional learning situations that it should be utilized as much as possible.

In addition to providing instruction in the general skill areas, courses in art, woodlore, swimming and water safety, and summer sports were also offered. The summer camp, in terms of both its educational and recreational value, was an important part of the

Summer Enrichment Program.

The summer camp staff was composed of the following:

a. Camp Director (1)
b. Water Safety Instructor (1)
c. Physical Education and Recreation Instructor (1)
d. Student Volunteers (4)

Ancillary Services

Philosophy

Most individuals who exist on low income levels tend to be provided with a marginal or restricted level of medical services. This is true for several reasons. There are fewer doctors serving the poor in comparison with other population groups. Also, the poor have less money to pay for services received.

For the child of migrant parents, the problem of health services is compounded. For added to the reasons stated above, there is also the problem of living in situations that poor promote health. These range from poor toilet and bathing facilities to poorly insulated and ventilated living structures, to a lack of sanitation generally, and improper diets.

If the need for health services was extreme, so also was the need for social services. Visits were made to homes of enrolled children. Parents were usually interviewed along with discussion on the community, the CMCP, and the children. When interviews identified problems which could be appropriately handled by the proper agency, referrals were made and service was brought together with the individual needing it.

Problems stemming from a lack of social and health services were regarded as barriers to learning. To eliminate these barriers to learning, the CMCP activities provided diagnostic types of health

services generally; prescriptive services were provided where the condition was minor. Nutritional services were an inherent part of the Program, and social services were provided both by the CMCP staff, and through referrals.

General Goals

To provide services to the migrant child and his family in the areas of health, nutrition, and social living. The overall goal was to insure that the migrant child and his family benefited from appropriate available resources of the CMCP, and other public and private agencies.

The head of Ancillary Services coordinated the medical/dental, social work, and nutritional services available to enrolled children and their families.

Functions specific to Ancillary Services are shown on the following tables:

HEALTH SERVICES CONTRACTED WITH
CITY HEALTH DEPARTMENTS FOR TWO CENTERS

	CENTER	
	MERIDEN	NEW HAVEN
Medical Examinations (Total)	34	144
Major Referrals to Other Agencies (Total)	0	5
Minor Referrals to Other Agencies (Total)	11	22
Dental Examinations	20	23

SOCIAL WORK ACTIVITIES FOR CONNECTICUT MIGRANT PROGRAM FOR SUMMER, 1972

SERVICE	ACTION				
	Referrals	Home Visits	Office Interviews	Family Counseling	Community Resources
Family Assistance	1				
Child Management	3				
Referral Follow-up		4			
Conferences with Parent			4		
Conferences with Child			5		
Conferences with Staff, Parent, Child			4		
Individual Families					
Agency Visits				1	
Children to Outside Agencies (Ref.)					3
Meetings with Community Organizations					6
					2

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PROGRAM FOR SUMMER, 1972

HEALTH SERVICES PROVIDED FOR CHILDREN
ENROLLED IN CONNECTICUT MIGRANT SUMMER ENRICHMENT
PROGRAM FOR SUMMER, 1972

TYPE OF SERVICE	TOTAL NUMBER OF CHILDREN
Medical screening by nurse	714
Medical exams by physician	313
Medical emergency care	5
First aid by nurse	121
Dental screening by nurse	661
Dental exams by dentist	101
Follow-up referrals	
Medical	49
Dental	112

During the summer program, contractual agreements were made with local health departments to service regional centers in the southern area of the state. Summary information received was very comprehensive and plans are presently being made to implement these services statewide.

Identification and Recruitment of Migrant Children

In order to offer compensatory education to migrant children, two of the early and very important jobs were the identification and recruitment of children needing compensatory education services.

Identification was a process which involves, in a general sense, contacting agencies that have information about migrant families, and having reliable resources available in the community. Specificially it involved consulting the Department of Labor, state employment offices, local educational agencies, ministerial and social action groups, neighborhood groups within the area in which the

migrant population is concentrated. Other resources are public health officials and social workers.

Registration involved going to the homes (or camps) of migrant parents, explaining the Connecticut Migrant Program and its goal for their children (and the parent where applicable), obtaining precise information about the status of the children in terms of meeting eligibility requirements, and finally completing a registration form on the child.

Identification and recruitment of children were done under the direction of the Community Liaison Specialist. All regional directors and their staff were directly involved in identifying and recruiting eligible children for their respective units.

The final process involved obtaining the parent or guardian's signature on the standard recruitment form, certifying the eligibility of the child for enrollment in the Connecticut Migrant Program.

STAFF TRAINING

In-Service Training

The Connecticut Migratory Children's Program regarded pre-service and in-service workshops as a very effective means of increasing the effectiveness of educational and associated services to the migrant child.

Several researchers (Stodolsky and Lesser, 1968; Labov, 1970) have documented the fact that children tend to perform better both in testing and classroom teaching situations when teacher and children share cultural and/or ethnic group membership. Rosenthal and Jacobson (1968), and Beez (1968), have shown the negative effects certain teachers can have on underachieving poor children. Rist (1970), has shown how teachers and schools act to instill in the classroom, the social status of the parents in the world at large. Finally Lenkowsky and Blackman (1968) report research showing that whether teachers rate students negatively or positively on certain variables relates directly to the socioeconomic status of the parents.

The implication of the above studies for a program concerned with the delivery of educational services to poor children is that staff selection should be a very well-developed process; that teachers and aides should share the ethnic group membership of the children they teach, and that where staff cannot be chosen this way, every effort should be made to secure staff who will become advocates for their students.

When staff selections are made with the above concerns in mind, the skill level may not be as great as desired, but regular, well planned workshops can improve teacher skills.

The major concern was the ability of the teachers to interact constructively with migrant children.

The CMCP provided assessment oriented courses. Many experienced teachers tended not to be assessment oriented. Here, our feeling is that given the teacher or aide who interacts positively with children, and who is open to innovative educational processess, we can, through a well-developed series of in-service training activities, raise his/her teaching performance to the desired level.

The thrust of in-service and preservice workshops for the educational staff allowed the teacher or aide to assimilate an approach toward children which focused on the culture and the educational needs of the child.

In providing awareness of the culture of the child, workshop activities were formed around such subjects as the history, life style, linguistic characteristics and values of various ethnic groups. Major attempts were made to provide an awareness of the culture of poverty (Chilman, 1966; Valentine, 1968), which is thought tc be a culture common to the poor generally, and children of migrant parents in particular.

The process or methodological approach used to teach children in the Connecticut Migratory Children's Program was task analysis (Bateman, 1972; Engelmann, 1970). This is a teaching method which prescribes sequential steps an instructor should follow when planning and presenting a period of instruction. The first step involves analyzing the task(s) to be taught. The second step is an assessment of the behaviors the student brings to the period of instruction. The third step is the preparation of the program of

instruction based on information yielded in steps 1 and 2. The fourth step is the actual teaching. The fifth step is assessment. The fifth step allows you to measure learner outcomes and/or teacher effectiveness for that particular period of instruction.

The early childhood programs utilized a curriculum which focused mainly on premath and language development skills in addition to various readiness activities in the motor and conceptual or cognitive areas. In the tutorial programs, the focus was on individualized instruction. Task analysis was used in both programs.

Task analysis and general program development skills were constantly emphasized in our in-service sessions.

In-Service Activities

1. Weekly two hour workshops and seminars for all teachers and teacher-aides in the Connecticut Migratory Children's Program.

2. Annual Conference. The conference was held in January. Several administrators from other states were present. The conference itself was thematically developed around approaches which can lead to more effective teaching.

3. Semi-monthly general purpose meeting.

4. Demographic data on children served.

INSERVICE TRAINIG - INSERVICE

PROGRAMS	SUBJECTS COVERED	PERSONNEL ATTENDING
Orientation meeting (3 hours).	Outline of roles and responsibilities. Goals for the year formulated.	Central staff and regional directors.
Workshop on performance based teaching (7 hours)	Informal assessment techniques; prelude to open education; poor children and education; prescriptive teaching.	All staff personnel
Workshop and Conference (14 hours)	Migratory and bilingual education: A view from Washington (presented by Mr. Richard Fairly, Director, Title I, USOE). Goals and responsibilities of the CMCP. Development of Migrant Education; identification, recruitment, and the record transfer system. History and culture of Spanish-speaking students determining language dominance of Spanish-speaking students. New approaches to preschool bilingual education. Staff development. Interstate Cooperation. Affective development of Puerto Rican students; educating Inner City youths; training teachers for migrant education. Rationale and materials for bilingual preschool education.	All staff personnel
Early Childhood Seminar (10 hours)	Early childhood curriculum models; teaching approaches; teacher expectancy and student performance; preschool Education Philosophies; goals and objectives	Hartford center preschool staff
Migrant Teacher Training Seminars (24 hours)	Teaching methods; bilingual education; curriculum development; training in use of materials.	Teachers, teacher-aides

Preservice Activities

1. Five days of workshops and seminars for the total staff which focused on migrant education and related problems.

2. Five half day seminars in November and December for staff working in Early Childhood Education.

3. A one semester graduate level course offered at the University of Hartford, Spring semester (1971-72) for all persons who would teach in the Connecticut Migratory Children's Program. This course focused on the migrant child in terms of psychosocial characteristics, learning style, teaching approach, assessment, bilingual education and other topics.

INSERVICE TRAINING - PRESERVICE

PROGRAMS	SUBJECTS COVERED	PERSONNEL ATTENDING
One semester graduate level course: Teaching the migrant child. (32 hours)	Orientation; organizational structure of camp and regional centers; national goals; general needs of migrant children; migrancy; enrichment education; bilingual education; task analysis; testing: informal assessment, prescriptive teaching, behavior, management, curriculum materials, role of Ancillary Services, cultural backgrounds, specific regional operations.	CMCP's Summer Enrichment Program Teachers
Summer Preservice Workshop (32 hours)	Outdoor Education; Open Education; Puerto Rican history and culture; education problems of poor Whites, Indians, and Blacks; bilingual education; task analysis; assessment techniques teachers can use; program accountability; implementing the migrant transfer record; Ancillary Services; specific regional center operations.	All Program staff

ANALYSIS OF THE PRESCHOOL PROGRAM

During 1972 in February and again in June preschool students enrolled at Regional Centers were tested using the Inter-American Test of General Ability (ITGA), and the Inferred Self-Concept Scale (ISCS).

Although all centers were involved in the testing this analysis is based on the 2 centers with complete pretest-posttest data (N=26).

Initial predictions were that the preschool students tested would show significant pretest-posttest gains on the ITGA and ISCS.

To answer the question of significant gains, tests were applied to gain differences. Results are shown below in Tables 1 and 2.

Table 1

Pretest-Posttest Gains on the ITGA

Center	N	Pre $\bar{X}$	Post $\bar{X}$	Diff	t	df
New Haven	15	10.1	13.4	3.3	3.83*	14
Meriden	10	11.4	10.6	.8	.31	9

*$p < .01$

Table 2

Pretest-Posttest Gains on the ISCS

Center	N	Pre $\bar{X}$	Post $\bar{X}$	Diff	t	df
New Haven	13	11.7	19.2	8.5	4.35*	12
Meriden	11	14.5	18.0	3.5	1.88	10

*$p < .01$

Results indicate that initial predictions were partly upheld. Preschool students enrolled at the New Haven Center showed significant pretest-posttest gains on both the ITPA and the ISCS. Preschool students enrolled at the Meriden Center failed to show significant pretest-posttest gains on either measure.

Since preschool students at one center showed significant gains while preschool students at the other center did not, one concern was whether the between center gains were significantly different. Differences in gains between centers on the ITGA and the ISCS are presented in Table 3.

Table 3

Gain Differences Between Centers on the ITGA and ISCS

Test	Gain New Haven	Meriden	Diff	t	df
ITGA	3.3	.8	4.1	1.75	23
ISCS	8.5	3.5	5.0	1.79	22

Results indicate no significant gain difference between the two centers on the two measures.

The general implication is that staff at the New Haven Center interacted with the children in ways that promoted both academic performance growth and affective development. However, since difference gains between centers were not significant on either measure, the question of general effectiveness between centers should be investigated further.

AN ANALYSIS OF THE SUMMER PROGRAM

In planning the evaluation for the summer program, it was decided that an effort would be made to go beyond a study of pre- and post- differences in achievement testing and a beginning attempt made to investigate some aspect of the teacher-children interaction. Ideally, a research endeavor such as this would entail extensive observation and categorization of the teacher-student relationship and interviews with the staff, the children and the parents. However, such an approach is very expensive, both in terms of time and money. It requires considerable pilot work in order to isolate the particular parameters which seem most relevant, and, then, a determination of how these parameters can be measured.

In an effort to learn more about the role of the teachers in the summer program, questionnaires were distributed to the entire teaching staff. These questionnaires focused on teachers' attitudes and feelings about the children, their parents, the community and the Program. Our hope was that these results, in addition to the achievement data, would be useful in the general planning for next year, particularly, useful in future teacher training projects, as well as provide an analysis of the present Program.

Method

There are four major categories of data which were collected about the teachers and children. All data were not available on each of the teachers and children, resulting in unequal sample sizes in the analyses and tables which follow.

Demographic Data

Demographic data were obtained about the children from the

item. The nine adjectives are: curious, interesting, successful, adjusted, appealing, happy, affectionate, hostile and needs approval. The range of sum of the scores is from nine, most negative, to forty-five, most positive.

(d) Assessment of Child's Family. An estimate of the influence and interest of the child's family, again using a five point scale: very positive influence (=1) to very negative influence (=5) and very interested, (=1) to not at all interested (=5). These two items were summed together to yield Teacher Ratings of Families.

A sample Child Questionnaire is presented in Appendix A.

Teacher Opinion Inventory

During the fourth week, teachers were asked to complete a general attitude/opinion inventory. The following general areas were included:

(a) Background Information. Demographic data such as age, sex, social class when growing up and cultural background.

(b) Training and Experience. Items relating to general experience and training and, specifically, to disadvantaged and migratory children.

(c) Attitudes About Children. Consists of seven statements taken from the Supplemental Studies for the National Advisory Commission on Civil Disorders. Teachers were asked to indicate whether they believed each of the statements was Mainly True (=1), Partially True (=2) or Not True (=3). The statements focused on the general educability of the children, their interest level, and background.

(d) Views About Parents and their Roles. These items were also taken from the Supplemental Studies and focus on the relationship between teacher and parent.

(e) Role of the Community. Questions from the Supplemental Studies relating to attitudes about the community in general (e.g., many communities provide such a terrible environment for the pupils that education doesn't do much good in the end), attitude of community (e.g, most people in the average community are hostile to the city's efforts to educate the children) and attitudes about community control (e.g., if the average community were given more voice in running the school, it would better meet the needs of the pupils). Teachers indicated to what extend they agreed or disagreed on a four point scale.

(f) Program Evaluation. An eight item scale including questions about different aspects of the educational program (e.g., adequacy of physical plant, adequacy of supplies, quality of teaching staff, counseling and guidance). Items were rated on five point scale ranging from superior (=1) to inferior (=5).

(g) Job Satisfaction. Nine items (e.g., salary, colleagues, working conditions, pupils, community, flexibility permitted in the classroom) with four choices ranging from very satisfied (=1) to very dissatisfied (=4).

(h) Opinions About Powerfulness. Four items asking for opinions about the ability of different people to control what happens to them vs. having it controlled by outside forces (e.g., powerfulness. Items focused on relative

powerfulness of people in general, the teacher, students and families of students. Four choices were presented for each item, ranging from can largely control what happens (=1) to can't control what happens at all (=4).

A sample questionnaire is presented in Appendix B.

Children's Perceived Powerfulness

During the second and sixth week of the program, and on the same day that the achievement tests were administered, children age nine and above were orally administered the Children's Perceived Powerfulness Scale (CPPS). The CPPS is a nine item scale consisting of descriptions of events which have two possible explanations; one alternative depicts the child as having influenced the outcome and the other alternative depicts the outcome as being the result of some external force. The children are asked to choose which ending "they like better." The test was administered in both English and Spanish, depending on the language preference of the child. Children indicated their answers on a prepared answer sheet. Each item was scored as a '0' for an external or powerless response, and scored as a '1' for an internal or powerful response. The scale has been previously used on a school age population (Nagler and Hoffnung, 1971).

The scale is presented in Appendix C.

Achievement Testing

English and Spanish versions of the Inter-American Test of General Abilities were administered to all children present on the testing days, Level I to children between the ages of 5-8 and Level II to children ages 9 and above. The testing took place during the second and sixth week, with different forms being administered for the pre and post testing. Two subtests were admin-

istered at each level, Vocabulary and Number.

All tables may be found in the Appendix.

RESULTS

Demographic Characteristics of the Children at Each Center

Almost 60% of the students were Spanish-speaking, 29.4% White, and 12.1% Black. Slightly more than half of the children were boys (52.9%), and the average age was 9.8 years. The largest number of students were born in Puerto Rico (45.9%), and about 27.5% were born in Connecticut. About three in five children came from homes where the head of the household was indicated to be the father, and each child was reported, on the Program's records to have an average of about three siblings. Due to incomplete information in some categories, the sample size on which this data is based vary, Table 1.

Attendance Figures

The summer program ran a total of 24 days. Attendance figures reveal that the students attended an average of 18.2 days or approximately 75%. A difference of four average days was found between the best attended Center, Ashford, and the poorest attended Center, Windham, Table 2.

Classroom Placement of Children by Racial Backgrounds of the Teachers and the Children

Table 3 presents the percent of children by race who had as their teacher a Spanish-speaking, White or Black teacher. These data are significant for this study because they are incorporated into analyses presented below (e.g., racial background of teacher and teacher ratings).

Of the 390 Spanish-speaking children in this sample, about 55% had White teachers and 26.7% had Spanish-speaking teachers, and 17.7% had Black teachers. Nearly 43% of the White children had White teachers and 42% of the Black children had Black teachers. In reviewing these results, it is important to keep in mind that these figures are significantly affected by the total number of teachers from each racial background available to teach, e.g., 47.5% of the teaching staff was White, 30% Spanish-speaking and 21.3% Black. While exact data are not available, Spanish-speaking aides were susally assigned to non Spanish-speaking teachers who taught Spanish-speaking students.

Teacher Ratings of Their Students

Table 4 summarizes the pre- and post-teacher ratings in four areas: general expectations, behavior, children's families and estimated intelligence.

In general, there was little change in the ratings from the beginning of the program to the end, with only a slight negative change in ratings of behavior (from 2.6 to 2.8), and a smaller positive change, in ratings of general expectations (from 2.4 to 2.3).

With a score of three being the midpoint of the scale, Table 13 reveals that there were no instances of less than neutral ratings, indicating generally positive impressions by the teachers. There were differences between centers: Hartford teachers had the least favorable ratings on virtually all variables, while teachers at Ashford and Waterbury had the most favorable ratings of their students and their families.

Table 5 analyzes the teachers' preexpectations by the racial

background of the children and teachers. The results indicate that teacher expectation ratings were affected by the race of the children rated. For example, Spanish-speaking teachers had very different expectations ratings from White (mean = 1.9), Black (mean = 2.4), and Spanish-speaking (mean = 2.7) children. Similar differences in ratings were found for White and Black teachers as well. The range of expectation ratings for White teachers was from a mean of 2.0 for Black children to a mean of 2.3 for Spanish-speaking children; and the range for Black teachers was from a mean of 1.5 for White children to a mean of 2.4 for Spanish-speaking children.

As indicated in Table 6, teachers' preexpectations are related to their other ratings of the children, both pre- and post-. In every instance, children who were rated by their teachers in the second week of the Program with the highest expectations, were also rated the highest in all other ratings, e.g., behavior and family, pre- and post-.

This strongly suggests that initial teacher expectations, even made as early as in the second week, are not only related to other ratings of the children elicited at the same time, but that these initial impressions persist throughout the Program with high consistency.

Ratings of the children's behavior and their families are related to the racial background of the teacher (Tables 7 and 8). For both behavior and family ratings, Black teachers had much more positive ratings than either Spanish-speaking or White.

More specifically, in terms of behavior ratings (Table 7), Black teachers had an overall mean rating of 2.5, compared with 2.8 and 2.9 for the others. Black teachers felt especially positive

about the behavior of Spanish-speaking children, giving them a rating of 2.5 vs. 2.9 for White teachers, and 3.0 for Spanish-speaking teachers.

The differential ratings are more evident when the children's families are judged. Here, the overall means represent a full point difference, 1.3 for the Black teachers and 2.3 and 2.4 for the White and Spanish-speaking teachers, respectively.

Table 9 summarizes the pre- and post-achievement scores for Levels I and II. Overall, there was only minimal change between the pre- and post-testing scores. However, children taking the Level II tests did demonstrate consistent gains while children taking the Level I tests showed more losses than gains.

For those children taking both pre- and post-tests, t-tests were computed. Most of the comparisons resulted in t scores under 1.0. Only two comparisons reached levels of significance, one indicating a gain and one a decline in performance.

In terms of the relative performance of boys and girls (Table 10), there are no differences on the English tests. However, on the Spanish tests at Level II, boys achieved an average of 6.6 more correct answers, while girls at Level I obtained an average of 1.5 more correct answers.

Interesting results can be seen when achievement scores are compared with the head of the child's household (Table 11). At both Levels, children taking the English tests who had a father as household heads showed higher achievement test scores; whereas, children who took the Spanish tests who had a mother as household heads obtained higher scores (although at Level I the difference was only 0.4).

The relationship between teacher expectations, pre- and post-, and achievement test scores is presented in Table 12 With few exceptions, there is a positive relationship between these two variables, e.g., the higher the expectations the higher the achievement test score. Interestingly, preexpectation ratings were obtained in the second week of the Program and the post-achievement test scores were given during the sixth week, yet the relationship is still present.

A similarly positive relationship is found between teachers pre-ratings of children's behavior and their achievement test score (Table 13). Without exception, children whose behavior is rated more positively in the second week, score higher on the achievement tests, at both levels and for both English and Spanish. The relationship is still evident, but less dramatic, for the post-behavior ratings.

The relationships between teacher ratings of children's families and the children's achievement is presented in Table 14 Although the general trend persists, e.g., the more positive the rating the higher the achievement scores, it is not totally consistent for all the comparisons.

Perceived powerfulness (or internal-external locus of control) is being reported more and more frequently as a significant factor in children's school success. Table 15 presents the achievement test scores for pre- and post-high, mid, and low powerfulness children. The prepowerfulness and achievement test score comparisons demonstrate only a suggestive trend. However, the post-powerfulness and achievement comparisons reveal a strong relationship between the child's perceived powerfulness and his or her perform-

ance on an achievement test. Thus, on the English test, high, mid, and low powerfulness children have a mean achievement score of 42.4, 41.8, and 40.2; while on the Spanish tests, the scores are 43.1, 41.4, and 35.2.

The rather conspicuous trend evident in the post-powerfulness comparison, but only suggestive in the prepowerfulness one, proposes a potentially significant conclusion. The perceived powerfulness recorded at the outset of the Program is not nearly as predictive as that obtained at the conclusion of it; or put another way, the perceived powerfulness developed during the Program is more related to achievement than the perceived powerfulness present at the beginning. The implications for program planning will be discussed in detail in a later section.

Another point to be noted in Table 15 is that the high post-powerfulness children obtained higher achievement scores and the low post-powerfulness children achieved lower scores than the high and low prepowerfulness group. This further supports the notion that powerfulness developed during the summer program has greater impact on academic achievement (at least as measured by a standardized test), than that developed prior to the children being exposed to the teachers, peers, and actual conditions of the educational setting.

Children's Perceived Powerfulness

As only children at Level II were administered the powerfulness scale, the sample size for these analyses are smaller than for previous ones. Table 16 presents the mean pre- and post-perceived powerfulness scores for children at each of the seven centers and for the total sample.

The relationship between children's perceived powerfulness and demographic background is presented in Table 17 The demographic variables included are: sex, racial background, birthplace, and head of household.

The data indicate that the girls in the sample felt more powerfule than the boys as measured by their scores on the CPPS. Specifically, whereas 33.1% of the boys sampled scored in the low powerfulness category, only 26.7% of the girls did; also, 3.8% of the boys fell into the mid-powerfulness category, while 43.5% of the girls did.

Difference in perceived powerfulness were also found between racial groups of children. Children from the white sample scored the highest on the CPPS, followed by the black and spanish-speaking samples. The highest overall score was achieved by the White children despite the fact that 35.9% of the Black children perceived themselves as high powerful, compared with 27.5% of the Spanish-speaking and 22.1% of the White children. This high score of the White children was primarily the result of 51.4% of them scoring in the mid-powerfulness range, compared with 38.2% of the Spanish-speaking and 35.9% of the Black children.

Only minimal differences were found in the powerfulness scores of children according to birth places, although children born in the United States did score slightly higher.

Finally, children coming from homes where the father was the head of the household scored higher than children coming from homes where the mother was the head.

Changes in Children's Weight During the Summer

An important aspect of the summer program was the focus on nutrition. Table 18 summarizes the average change in weight for

children at each of the seven centers and for the total sample.

Overall, the children in the Program gained an average of 1.3 pounds during the six weeks (actually the time period between pre- and post-weighting was somewhat less than six weeks). Children at the Ashford Center gained an average of 4.2 pounds, significantly more than at the other centers.

Teacher Evaluation of the Program and Job Satisfaction

The teachers rated the quality of the Program quite positively, giving it a mean rating of 2.5 on a scale of 5, with 1 being superior and 5 being inferior, (Table 19). Extracurricular activities were rated high, an aspect of the Program which was strongly emphasized. Individual differences between centers provide valuable information in terms of planning next year's program, for it enables the administrative staff to analyze, with some detail, how the various components of the program were perceived by the teachers.

Table 20 summarizes the teachers' attitudes about their job satisfaction. Again, there was an overall positive rating, with a mean score of 1.6 on a scale of 4. Not surprisingly, the salary was singled out as the least desirable aspect of the job, obtaining a rating of 2.2.

Program evaluation and job satisfaction are analyzed by the racial background of the teachers in Table 21. The White teachers tended to evaluate the Program less positively than either the Spanish-speaking or Black group of teachers, with 32.4% of the White teachers rating the Program as "below average" compared with only 20.8% for the Spanish-speaking and 17.6% of the Black teachers feeling the same way.

On the other hand, when rating job satisfaction, the Spanish-

speaking teachers were most satisfied, with 58.4% rating themselves as being "very satisfied' with their job. Whereas, only 34.2% of White and 23.5% of the Black teachers agreed with that rating.

Teacher Characteristics

Table 22 presents the demographic characteristics of the teaching staff at each of the seven centers and total. The average of the 80 teachers sampled was 25.3 years, slightly more than 40% were females, about 50% considered their families (when they were growing up) to be either poor or working class, nearly half the staff were White, about 30% Spanish-speaking and about 20% Black.

Major differences were found between Centers on each of these characteristics. For example, the range of the mean age was from 23.0 at Ashford to 30.0 at Windham; the percent of female teachers ranged from 14.3 at Waterbury to 60.0 at Ashford; while about 61% of the teachers at Hamden considered their families to be poor or working class, only 11% of the staff at Meriden and 12% of the staff at Hartford answered similarly.

Differences were also found in the racial composition of the teaching staff at the different Centers (Table 23). Nearly 50% of the entire teaching staff was White, while 23% of the Waterbury staff and 85% of the Crystal Lake staff was White: on the other hand, although 30% of the entire staff was Spanish-speaking, only 12% at Hartford and 71% at Hamden were Spanish-speaking.

When White, Spanish-speaking and Black teachers are compared on other demographic variables, some revealing results about the teaching staff are found.

There was a conspicuous difference in the percent of male teachers in each of the three cultural groupings. Whereas half the White teachers were male, only about 40% of the Black and 30% of the Spanish-speaking were male. An even greater difference is seen when social class backgrounds of the three groups are compared. Nearly 30% of the Black teachers indicated they came from poor homes, while the percentage for White and Spanish-speaking was about 5%.

Teacher Work and Training Experience

Table 24 presents a summary of the teaching staff's work and training experience by center. As a whole, 42.5% of the teaching staff had one or less years of teaching experience. Although there is some difference in experience between centers, it is not at all major. A greater disparity is seen when comparing the years of experience in working with disadvantaged and migratory children, with some centers having no staff with five or more years of experience.

In terms of specialized educational training, the results indicate a fair amount of such work. More than 50% of the teaching staff had obtained at least some training in working with disadvantaged children, and 43% training in working with slow learners.

An analysis of the teaching experience of teachers from the different racial backgrounds (Table 25) indicates that, generally, the Black teachers had the least overall teaching experience and had considerably less experience working with either migratory or disadvantaged children.

Teacher Attitudes About Their Students, Their Students' Families, and the Community

Table 26 summarizes the teachers' response to the seven item attitude questionnaire taken from the Commission on Civil Disorders survey. A comparison of the results between these two samples (the present sample and the Commission's sample) indicate general overall agreement. On the three items on which there was the greatest disagreement, the present sample rated the children more positively on two (items 2 and 3) and less positively on one (item 4).

There was no consistent pattern of disagreement between Centers on these attitudinal questions, with some centers assuming a more positive position on some items and more negative on others.

Teachers were asked to estimate the concern held by migratory parents about their children's education relative to other parents of the same socioeconomic status. As a whole, the teaching staff indicated that the migratory parents were equally concerned. However, as Table 27 indicates, there were differences between teachers at the various centers. The Hartford teachers, with a rating of 1.8, had the least favorable opinion about migratory parents; while the teachers in the Crystal Lake Center, with a rating of 2.[illegible] had the most favorable opinions.

When asked to rate how easy it was to talk with migratory parents, in general the teaching staff indicated there was little difficulty (a mean of 1.4 from a range of 1.0 to 1.7). Again, the teachers from the Hartford Center indicated the least favorable opinion, with a rating of 1.7, and the teachers at Crystal Lake, the most positive attitude, with a perfect rating of 1.0.

Nearly three quarters of the teachers visited some of the homes of their students, with 14 of the 21 teachers at the Hamden Center indicating that they visited many of their students' homes.

Table 28 summarizes the teachers' responses to the 5 items focusing on their attitudes about the community. As a group, the teaching staff had favorable attitudes about the communities in which they teach. On each item, the mean response was on the positive side of the four point scale. For example, the teachers disagreed that the students' environment was so terrible that education wouldn't do much good (mean = 2.7).

The teachers also supported the concept of greater participation of the parents in the running of the schools (item 2 mean = 2.1 and item 5 mean = 1.6). The difference in the means of these two items reveal an interesting aspect of the teachers' thinking. Whereas both items pertain to involving the parents more in the schools' operations, there was much stronger agreement with item 5. A key difference in the wording of the two items is that item 5 includes "letting the parents come into the classroom to help with the teaching and other work as subprofessionals." Thus, not only does this sample of teachers favor increased community control, they feel even more strongly about having parents actually assist in the classroom duties.

Teachers' responses to questions regarding their perception of various persons' ability to control their lives are presented in Tables 29 and 30. Migratory children and their parents were viewed as having significantly less control over their lives than the teachers felt about their own lives or about the lives of the general population.

Teachers of Spanish-speaking origin were the most optimistic about ability to control one's life, as indicated in Table 28. Only 16.7% responded that people (all four categories mentioned above) control "very little of what happens" while 37.5% felt that people "can largely control what happens." This is in sharp contrast to Black teachers, among whom only 25% felt that people have much control and 36.8% felt people have very little control.

SUMMARY

This section will summarize evaluation activities that took place during fiscal year 1972.

Two types of programs were evaluated last year. These were (1) the preschool programs that ran from September to June, and (2) the Summer Education Program. A summary accompanies the preschool analysis report.

Program Activities Summary

The Summer Education Program began serving children in July 1972. The program ran for six weeks. A week consisted of a four day school period. Seven centers were operational during this period. The children were taught in a variety of ways ranging from traditional approaches closely associated with public school classrooms to new, 'open' education concept. A hot meal program was given emphasis at each center, and the children were also served by a medical/dental and social work staff. Pre- and inservice activities for all program staff were planned and implemented.

Program Analysis Summary

The overall intent of this report was twofold. The first concern was to provide a clear report of Migrant Program activities in the State of Connecticut for fiscal year 1972. The second concern was to provide a way of looking at program effectiveness that would have general application for educational components of all Migrant Programs.

It should be emphasized that this evaluation does not represent a comprehensive, in-depth study. It is a beginning attempt, that

may point out fruitful directions analyses of migrant programs may take. Consequently, the data presented are not conclusive. It is appropriate to regard it as being indicative.

The purpose of this analysis was to investigate five questions related to successfully operating a summer educational program for migrant children.

1. What should constitute a measure of positive achievement for migrant children attending Summer Education Program? Or, how may the Program's success in terms of pupil achievement be considered?
2. How may the success of the Program in terms of teacher evaluation be considered.
3. How do teachers in terms of specific program center staff perceive the children? Or, which center staffs tend to perceive the children and their families positively.
4. Are there specific teacher groups that are more accepting of the behavior of migrant student than others?
5. Are there specific teacher groups that have higher expectations for migrant students than others.

Results on the ITGA in terms of program effectiveness as seen through student gains are regarded as positive in that no pretest-posttest losses occurred. Until recently it has been a widely held belief in the educational testing field that children's achievement growth periods tend to be uniform throughout the year with school year divided into ten equal parts, and with 1/10 of the median used to represent one month's growth during the three summer months. The basic idea has been that children's achievement growth tends to be continuous. There are serious challenges to this notion. Basically,

children may be said to gain from September to May and to lose over the summer months. This finding is true for children who are performing at or above grade level and whose parents are middle or upper SES category individuals. For children just described, a successful summer program would be one which prevented an academic loss from occurring during the summer months. It is almost a certainity that children who are not performing at grade level, and who are deficit in specific areas will show an achievement growth loss during the summer month. The role of a summer program here should be to prevent losses. And a program for poor children in which no losses occur should be regarded as a successful summer program. Results on the Inter-American indicate no significant differences between pre-post test scores. However, a more effective way of assessing student success might be to determine if at the beginning of the new school year in September, the students are at approximately the same performance level as they were when the previous school year ended. A program which prevented losses, which normally occur over the summer months, from occurring should be regarded as a successful program.

Job satisfaction attitudes (Table 20) may be summarized as follows: The overall ratings of teachers were positive, with a mean score of 1.6 on a scale of 4. Teachers were least satisfied with the salaries they received. It should be noted that while the salary was singled out as the least desirable aspect of the job, teachers did not rate it negatively.

When ratings of program evaluation and job satisfaction are considered in terms of race of teacher, White teachers tended to

evaluate the program less positively than either Black or Spanish-speaking teachers (Table 21).

If this finding is related to the fact that White teachers also appeared to have generally high expectations for students regardless of ethnic group membership of child rated, one explanation for lower job satisfaction and program evaluation ratings might be that White teachers as a group were more concerned about teacher effectivenss, and consequently were more critical of any program aspect which did not facilitate effectiveness or provide optimum conditions for teaching.

Black teachers, for instance, appeared to have more positive expectations for White students than for Black students or for Spanish-speaking students. Similarly, Spanish-speaking teachers appeared to have highly positive expectations for White students, less positive expectations for Black students and least positive expectations for Spanish-speaking students. White teachers tended to show little or no expectation difference in terms of race of child. This finding has added import when the ethnic composition of the total staff is considered. Approximately 50% of the Program staff was White, about 30% Spanish-speaking, and about 20% Black.

The implication appears to be that since minority group children seem to fare best when being tested or taught by individuals with whom they share ethnic group membership, the need seems to be to more carefully screen minority group applicants for teaching positions, and also to build into training programs experiences which focus on the importance of teacher expectation in terms of its effect on children.

Certain similarities are also seen when ratings of children's behavior and their families are related to the racial background of the teacher. Generally, Black teachers had more positive ratings than White or Spanish-speaking teachers. The overall mean rating difference between the three groupings is slight, however. Spanish-speaking children were rated least positively by White and Spanish-speaking teachers and most positively by Black teachers. A plausible explanation for the differences in ratings might be that only 5% of the White and Spanish-speaking teachers indicated that they came from poor homes, while 30% of the Black teachers indicated they came from poor homes. If most of the White and Spanish-spaking staff were middle and upper class, then perhaps their value systems regarding acceptable behavior in school situations differed considerably from that of the Black teachers who seem to tolerate a far broader range of behaviors from the students.

Also of interest, are the findings on pre- and post-expectations held by program teachers. With the publication of the work of such persons as Beez (1968), Rosenthal and Jacobson (1968), and Jones (1972) it appears that teacher expectancy tends to determine teacher behavior. In other words, what the teacher expects of a student or class will tend to determine how she will teach — respond to and interact with — that student or class. And how the child is taught has a strong effect on how the child will perform in school. This is but a restatement of the by now familiar notion of the self-fulfilling prophecy. In terms of the present analysis, it seems important to note that for the children being taught, initial teacher expectations are crucial. The data indicate

that children receiving high expectation ratings early in the program, were also rated highest in all other ratings, e.g., behavior and family, pre- and post-. This suggests that once positive expectations are held by teachers, they not tend to persist throughout the length of the program, but that they also have a strong positive effect on the way the teacher will view other aspects of the child.

When the ratings of teacher expectancy, teacher attitudes about their students, their students' families, and the community are considered by center, three centers, Ashford, Crystal Lake and Waterbury tend to show a consistent pattern of positive responses while two centers, Windham and Hartford, tend to show a consistent pattern of neutral to negative responses. The Meridan and New Haven Centers tend to fall between the two center groups mentioned above.

Future program evaluation designs should be more clearly formalized. There is also greater need to consider the ability of the child on noncognitive as well as cognitive variables. Cultural variables used should be free of cultural bias. Testing as a process should become more behaviorally directed. Findings relative to program staff should be more rigorously investigated.

Finally, it should be pointed out that the foregoing tend to represent program evaluation needs generally and are not necessarily specific to the Connecticut Migrant Program.

Conclusion

The significance of this study goes beyond the Summer Enrichment Program or, the Connecticut Migrant Program. Its essential

significance lies in the fact that it is a beginning attempt at stating some of the conditions under which compensatory education programs will be effective in improving the academic performance of migrant children in the public schools.

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TABLE 1

DEMOGRAPHIC CHARACTERISTIC OF CHILDREN IN EACH CENTER

	Race			Sex		Household Head		Birth Place			Age	Sib*
CENTERS	Spanish-Speaking %	White %	Black %	Boys %	Girls %	Father %	Mother %	Ct. %	USA Not Ct %	Puerto Rico %	Other %	Mean	Mean
hford	-	86.9	13.1	44.3	55.7	91.8	8.2					9.5	3.7
rtford	93.1	-	6.9	56.6	43.4	34.8	65.2					11.1	3.1
ndham	41.5	49.4	9.1	48.3	51.7	64.0	36.0					9.2	3.1
mden	82.1	17.9	-	50.0	50.0	65.3	34.7					9.3	3.5
riden	93.2	-	6.8	53.4	46.6	65.9	34.1					8.6	4.3
terbury	18.5	-	81.5	63.0	37.0	24.5	75.5					10.1	1.6
ystal Lake	3.4	90.9	5.7	53.4	46.6	78.4	21.6					9.9	2.8
Total	58.5	29.4	12.1	52.9	47.1	61.8	38.2	27.5	21.6	45.9	5.1	9.8	3.2
mple Size	N = 667			N = 722		N = 612			N = 473			N=678	N=495

*Sib - Siblings

TABLE 2

ATTENDANCE FIGURES FOR EACH CENTER

	CENTER							TOTAL
	Ashford	Hartford	Windham	Hamden	Meriden	Waterbury	Crystal Lake	
Average Days Present	20.9	16.9	16.8	18.6	18.9	18.2	19.5	18.2
N=	61	193	89	144	88	53	88	716

TABLE 3

CLASSROOM PLACEMENT OF CHILDREN BY CHILDRENS' AND TEACHERS' RACIAL BACKGROUND

	Children					
	Spanish-Speaking		White		Black	
	N	%	N	%	N	%
Teachers						
Spanish-Speaking	104	26.7	105	53.6	6	7.4
White	217	55.6	84	42.9	41	50.6
Black	69	17.7	7	3.6	34	42.0
Total	390	100.0	196	100.0	81	100.0

TABLE 4

PRE- AND POST- TEACHER RATINGS OF THEIR STUDENTS

	Expectations			Behavior			Family			Estimated IQ[1]		
	N	Pre-	Post-	N	Pre-	Post-	N	Pre-	Post-	N	Pre-	Post-
CENTERS												
Ashford	61	2.0	2.0	61	2.4	2.5	52	2.1	1.9	60	2.4	2.4
Hartford	184	2.7	2.7	184	2.7	3.0	140	2.4	2.2	169	2.8	3.0
Windham	77	2.0	2.1	77	2.6	2.8	63	2.1	2.1	73	2.6	2.7
Hamden	150	2.3	2.2	149	2.7	2.8	134	2.1	2.2	143	2.8	2.7
Meriden	84	2.7	2.3	84	2.7	3.0	83	2.5	2.5	89	3.0	2.9
Waterbury	48	2.0	2.1	48	2.6	2.7	48	1.6	1.5	51	2.9	2.8
Crystal Lake	83	2.3	2.2	82	2.4	2.6	15	2.0	2.0	70	2.8	2.8
Mean/Total	687	2.4	2.3	685	2.6	2.8	534	2.2	2.2	655	2.8	2.8

Mean scores are based on 5 point scales, with value of 1 being the most positive, and value of 5 being most negative.

[1]Estimated IQ scores are also included in Expectations

TABLE 5

MEAN PRE- EXPECTATION RATINGS BY RACIAL BACKGROUND OF TEACHERS AND CHILDREN

	Children							
	Spanish-Speaking		White		Black		Total	
	N	%	N	%	N	%	N	%
Teachers								
Spanish-Speaking	98	2.7	85	1.9	6	2.4	189	2.3
White	201	2.3	79	2.1	38	2.0	318	2.2
Black	64	2.4	5	1.5	33	2.2	102	2.3
Total/Mean	365	2.4	169	2.0	77	2.1	609	2.3

Mean scores based on r point scales with value of 1 being most positive and value of 5 being most negative

TABLE 6

TEACHER (PRE-) EXPECTATIONS AND THEIR OTHER RATINGS OF THE CHILDREN

	TEACHER RATINGS									
	Prebehavior		Prefamily		Post-expect		Post-behavior		post-family	
Teacher Preexpectations	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
Highest (X=1.4)	252	2.2	168	1.7	238	1.7	237	2.5	177	1.7
High (X=2.4)	247	2.7	165	2.3	230	2.3	229	2.8	156	2.4
Low (X=3.2)	156	3.0	144	2.5	143	2.8	143	3.1	131	2.4
Lowest (X=4.4)	21	3.5	21	3.0	20	3.5	20	3.5	20	2.5

Mean scores are based on 5 point scales, with value of 1 being most positive and value of 5 being most negative.

TABLE 7

TEACHER'S RATINGS OF CHILDREN'S BEHAVIOR (POST-) BY

RACIAL BACKGROUNDS OF CHILDREN AND TEACHERS

Teacher's Racial Background	Racial Background of Children							
	Spanish-Speaking		White		Black		Total	
	N	Mean	N	Mean	N	Mean	N	Mean
Spanish-Speaking	92	3.0	92	2.7	6	3.0	190	2.9
White	197	2.9	77	2.7	39	2.6	313	2.8
Black	63	2.5	5	2.8	33	2.6	101	2.5
Mean/Total	352	2.9	174	2.7	78	2.6	634	2.6

Mean scores based on 5 point scales, with value of 1 being most positive and value of 5 being most negative

TABLE 8

TEACHER RATINGS OF FAMILIES (POST-) BY

RACIAL BACKGROUNDS OF TEACHERS AND CHILDREN

Teacher's Racial Background	Children's Racial Background							
	Spanish-Speaking		White		Black		Total	
	N	Mean	N	Mean	N	Mean	N	Mean
Spanish-Speaking	88	2.3	34	2.6	1	3.5	123	2.4
White	150	2.5	64	2.0	34	2.1	248	2.3
Black	51	1.3	4	1.3	30	1.6	85	1.3
Mean/Total	289	2.2	102	2.2	65	1.9	456	2.2

Mean scores based on 5 point scales, with value of 1 being most positive and value of 5 being most negative

TABLE 9

PRE AND POST ACHIEVEMENT TEST SCORES[1] AND t-TESTS ON MATCHED PAIRS[2]

	PRE			POST			Matched Pairs			
	Mean	SD	N	Mean	SD	N	Mean Diff.	SD	df	t*
LEVEL I										
English-Voc	18.63	3.43	83	18.42	3.14	69	-0.78	3.13	54	-1.84
English-Num	11.34	3.26	83	11.93	3.16	68	-0.26	2.13	53	
English-Sum	29.96	6.03	83	29.74	6.28	70	-1.22	4.25	54	-2.12**
Spanish-Voc	19.70	3.88	111	20.26	2.63	73	+0.29	4.62	57	
Spanish-Num	10.56	3.23	107	9.73	3.48	73	-0.53	2.75	56	-1.47
Spanish-Sum	29.88	6.94	111	29.99	5.27	73	-0.14	6.36	57	
LEVEL II										
English-Voc	19.65	5.27	234	19.60	4.99	238	+0.12	3.55	181	
English-Num	20.95	6.60	227	21.27	6.90	238	+0.52	3.51	178	+1.98**
English-Sum	39.97	11.33	234	40.87	10.24	238	+0.64	5.56	181	+1.56
Spanish-Voc	21.41	10.95	78	21.44	13.62	54	+0.51	9.96	40	
Spanish-Num	19.74	7.78	73	22.05	10.36	54	+0.85	11.39	39	
Spanish-Sum	39.88	13.20	78	43.50	22.81	54	+1.78	23.14	40	

[1] Includes children who took either pre or post tests or both. Unequal N's result of some children having taken either pre or post but not both.

[2] t-tests were calculated only on children who took both pre and post tests. Unequal N's the result of incomplete data.

* $t = < 1.00$ not included

** $p < .05$

TABLE 10

POST-ACHIEVEMENT SCORE BY SEX OF CHILDREN

	Achievement Scores							
	LEVEL I				LEVEL II			
	English		Spanish		English		Spanish	
	N	Score	N	Score	N	Score	N	Score
Sex								
Boys	47	29.8	39	29.4	115	41.2	22	47.9
Girls	23	29.7	30	30.9	107	41.1	23	41.3
Total/Mean	70	29.7	69	30.1	222	41.2	45	44.5

TABLE 11

POST-ACHIEVEMENT SCORES BY HEAD OF HOUSEHOLD

	Achievement Scores							
	LEVEL I				LEVEL II			
	English		Spanish		English		Spanish	
	N	Score	N	Score	N	Score	N	Score
Household Head								
Father	44	30.8	37	29.8	109	44.7	31	41.1
Mother	20	28.4	18	30.2	70	39.0	14	52.1
Total/Mean	64	30.0	55	29.9	179	42.2	45	44.5

TABLE 12

POST-ACHIEVEMENT SCORES BY TEACHER PRE- AND POST- EXPECTATION RATINGS

	Achievement Scores							
	LEVEL I				LEVEL II			
	English		Spanish		English		Spanish	
Teacher Expectations	N	Score	N	Score	N	Score	N	Score
Pre-								
Highest (7-13)	28	32.0	17	34.0	93	45.0	21	47.0
High (14-20)	31	29.0	18	30.5	70	41.0	15	43.9
Low (21-27)	6	24.5	26	28.0	40	34.1	6	39.7
Lowest (28-35)	-	-	4	28.8	3	39.3	1	41.0
Total/Mean	65	29.8	65	30.3	206	41.5	43	44.7
Post-								
Highest	34	31.4	21	32.7	101	45.7	17	43.6
High	25	29.1	23	29.8	73	39.3	30	42.2
Low	7	28.0	20	28.1	47	33.9	2	39.0
Lowest	2	22.0	4	30.3	1	27.0	-	-
Total/Mean	68	29.9	68	30.2	222	41.0	49	42.5

TABLE 13

POST-ACHIEVEMENT SCORES BY TEACHER

PRE- AND POST- RATINGS OF CHILDREN'S BEHAVIOR

	Achievement Scores							
	LEVEL I				LEVEL II			
	English		Spanish		English		Spanish	
	N	Score	N	Score	N	Score	N	Score
Teacher Ratings of Children's Behavior								
Pre-								
Most Positive (37-45)	6	35.3	12	31.0	51	43.7	6	38.0
Positive (28-36)	47	30.1	35	30.8	85	42.8	29	48.9
Negative (19-27)	11	26.9	17	29.0	67	38.0	8	35.9
Most Negative (9-18)	1	16.0	1	27.0	2	36.0	-	-
Total/Mean	65	29.8	65	30.3	205	41.4	43	44.7
Post-								
Most Positive	5	29.8	6	35.5	21	40.1	-	-
Positive	37	31.8	25	31.1	105	45.2	22	39.6
Negative	25	27.7	26	28.3	92	36.7	26	44.7
Most Negative	1	16.0	1	27.0	4	34.5	-	-
Total/Mean	68	29.9	68	30.2	222	41.0	48	42.4

TABLE 14

POST-ACHIEVEMENT SCORES BY TEACHERS' PRE- AND POST-RATINGS OF CHILDREN'S FAMILIES

Teacher Ratings of Children's Families	Achievement Scores							
	LEVEL I				LEVEL II			
	English		Spanish		English		Spanish	
	N	Score	N	Score	N	Score	N	Score
Pre-								
Most Positive (2-3)	13	31.9	10	32.5	41	43.7	18	52.0
Positive (4-5)	19	30.9	30	29.5	55	43.8	14	44.0
Negative (6-7)	4	26.8	8	31.1	52	36.0	6	35.7
Most Negative (8-10)	-	-	3	22.3	5	40.2	1	41.0
Total/Mean	36	30.8	51	29.9	153	41.0	39	46.3
Post-								
Most Positive	18	29.6	18	32.3	50	43.9	9	51.0
Positive	13	30.5	26	29.0	63	41.4	13	39.5
Negative	2	25.5	9	29.9	48	36.4	22	40.4
Most Negative	2	29.5	2	21.5	6	37.2	4	43.0
Total/Mean	35	29.7	55	29.9	167	40.6	48	42.4

TABLE 15

POST-ACHIEVEMENT LEVEL II SCORES BY PRE- AND POST-CHILDREN'S PERCEIVED POWERFULNESS

	Achievement Scores			
	English		Spanish	
	N	Score	N	Score
Children's Perceived Powerfulness				
Pre-				
High	45	40.1	13	42.7
Mid	98	41.2	27	42.6
Low	49	40.9	3	36.7
Total/Mean	189	41.1	43	45.0
Post-				
High	57	42.4	24	43.1
Mid	91	41.8	17	41.4
Low	68	40.2	10	35.2
Total/Mean	216	41.5	51	44.5

TABLE 16

MEAN PRE- AND POST- CHILDRENS' POWERFULNESS SCORES

	CENTERS								
	Ash	Hart	Wind	Hamd	Meri	Wat	Cryst	N	Mean Total
Pre-Test	4.1	4.4	4.5	5.0	4.9	4.6	4.0	306	4.6
Post-Test	3.7	4.5	4.0	4.8	4.8	5.1	4.1	269	4.5

TABLE 17

CHILDREN'S PERCEIVED POWERFULNESS AND THEIR DEMOGRAPHIC CHARACTERISTICS

	Sex		Racial Background			Birthplace				Household Head	
	Boys	Girls	Spanish-Speaking	White	Black	Conn	USA Not Ct.	Puerto Rico	Other	Father	Mother
	%	%	%	%	%	%	%	%	%	%	%
Children Perceived Powerfulness[1]											
High (6-9)	28.1	29.8	27.5	22.1	35.9	24.2	30.0	28.4	37.5	27.9	27.4
Mid (4-5)	38.8	43.5	38.2	51.4	35.9	48.9	40.0	38.7	18.8	41.9	39.1
Low (0-3)	33.1	26.7	34.3	26.5	28.2	26.9	30.0	32.9	43.7	30.2	33.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
N	121	124	131	68	39	45	40	88	16	136	73

[1]Categories based on sum of 9 item scale, with each time having two alternatives, 0 = powerless, 1 = powerful.

TABLE 18

CHANGE IN CHILDREN'S WEIGHT BY CENTER

	Children's Weight			
	N	Pre-Mean	Post-Mean	Change Mean
CENTERS				
Ashford	53	66.3	70.5	+4.2
Hartford	90	66.9	68.0	+1.1
Windham	54	58.1	58.7	+0.6
Hamden	25	57.1	58.8	+1.7
Meriden	73	56.4	57.2	+0.8
Waterbury	44	61.5	71.5	+1.0
Crystal Lake	71	70.1	70.3	+0.2
Total/Mean	410	64.2	65.5	+1.3

TABLE 19

TEACHERS' EVALUATION OF THE SUMMER PROGRAM

	CENTERS							
	Ash	Hart	Wind	Hamd	Meri	Wat	Cryst	Total
Overall Quality	2.5	2.6	2.4	2.1	2.9	2.6	1.8	2.4
Adequacy of Plant	3.0	2.5	2.2	1.6	3.3	2.6	2.8	2.4
Adequacy of Supplies	3.5	2.0	3.4	3.0	3.4	4.0	4.2	3.0
Textbooks	3.8	3.4	4.0	4.2	3.8	4.0	3.8	3.8
Quality of Staff	2.0	2.3	3.0	1.5	2.1	2.6	1.8	2.1
Extra Curricular Activities	2.0	1.9	2.5	1.9	2.7	2.4	2.0	2.1
Counseling and Guidance	3.3	2.8	2.7	3.0	3.3	2.9	1.7	2.8
Mean Total	2.9	2.5	2.9	2.4	3.1	3.0	2.6	2.6
N =	5	24	7	21	9	7	7	80

Mean scores are based on the following values:

Superior = 1
Above Average = 2
Average = 3
Below Average = 4
Inferior = 5

TABLE 20

TEACHERS' JOB SATISFACTION

	Ash	Hart	Wind	Hamd	Meri	Wat	Cryst	Total
1. Position in general?	1.6	1.8	1.4	1.6	1.8	1.7	1.4	1.7
2. Salary?	2.2	2.5	1.7	1.9	2.4	2.2	2.0	2.2
3. Colleagues?	1.6	1.5	2.0	1.4	1.3	1.9	1.6	1.6
4. Supervisors?	2.0	1.4	1.9	1.1	2.3	1.3	1.3	1.5
5. Working Conditions?	2.0	1.8	1.9	1.4	2.6	1.6	2.0	1.8
6. Teaching load?	2.0	1.6	1.4	1.5	2.0	1.6	1.4	1.6
7. Pupils?	1.6	1.5	1.0	1.2	1.2	1.4	1.3	1.4
8. Community?	1.8	1.4	1.9	1.4	1.4	2.3	1.8	1.6
9. Flexibility permitted in the classroom	1.6	1.1	1.0	1.3	1.4	1.6	1.0	1.2
Sum N	5	24	7	21	9	7	7	80
Mean	1.8	1.6	1.6	1.4	1.8	1.7	1.5	1.6

Mean scores are based on following values:

Very satisfied = 1
Somewhat satisfied = 2
Somewhat dissatisfied = 3
Very dissatisfied = 4

TABLE 21

TEACHER RATINGS OF PROGRAM EVALUATION AND JOB SATISFACTION

BY RACIAL BACKGROUND

	Teacher Racial Background							
	Spanish-Speaking		White		Black		Total	
	N	%	N	%	N	%	N	%
Program Evaluation[1]								
Superior (8-13)	1	4.2	2	5.4	-	-	3	3.9
Above Average (14-19)	7	29.2	8	21.6	6	35.3	21	26.9
Average (20-25)	11	45.8	15	40.5	8	47.1	34	43.6
Below Average (26-32)	5	20.8	12	32.4	3	17.6	20	25.6
							78	100.0
Job Satisfaction[2]								
Very Satisfied (9-12)	14	58.4	13	34.2	4	23.5	31	39.2
Satisfied (13-16)	5	20.8	14	36.9	9	52.9	28	35.5
Dissatisfied (17-20)	5	20.8	7	18.4	3	17.7	15	19.0
Very Dissatisfied (21-36)	-	-	4	10.5	1	5.9	5	6.3
	24	100.0	38	100.0	17	100.0	79	

[1]Categories based on sum of 8 item scale, with each item having 5 alternatives: 1 = superior, 2 = above average, 3 = average, 4 = below average, 5 = inferior. Included in data in item regarding library facilities which obtained a very low rating of 4.4 because of the absence of such a facility.

[2]Categories based on sum of 9 item scale, with each item having 4 alternatives: 1 = very satisfied, 2 = satisfied, 3 = dissatisfied, 4 = very dissatisfied.

TABLE 22

DEMOGRAPHIC CHARACTERISTICS OF TEACHING STAFF

	N	Age	Sex		Social Class				Ethnic Background			
		Mean	Male %	Female %	Poor %	Working %	Middle %	Upper %	White %	Spanish %	Black %	Other %
Ashford	5	23.0	60.0	40.0	20.0	-	80.0	-	80.0	-	20.0	-
Hartford	24	25.3	37.5	62.5	12.5	33.3	45.8	8.3	58.3	12.5	29.2	-
Windham	7	30.0	42.9	57.1	28.6	28.6	28.6	14.3	42.9	28.6	14.3	14.3
Hamden	21	23.7	33.3	66.7	-	61.9	33.3	4.8	23.8	71.4	4.8	-
Meriden	9	23.9	55.6	44.4	11.1	-	66.7	22.2	44.4	22.2	33.	-
Waterbury	7	27.3	14.3	85.7	14.3	-	57.1	28.6	28.6	14.3	57.1	-
Crystal Lake	7	26.9	71.4	28.6	14.3	-	71.4	14.3	85.7	14.3	-	-
Total/Mean	80	25.3	41.3	58.7	11.3	35.0	48.7	5.0	47.5	30.0	21.3	1.3

TABLE 23

TEACHER DEMOGRAPHIC CHARACTERISTICS BY RACIAL BACKGROUNDS

Teachers	N	Teacher Demographic Characteristics					
		Sex		Social Class			
		Male %	Female %	Poor %	Working %	Middle %	Upper %
Spanish-Speaking	24	29.2	70.8	4.2	54.2	37.5	4.2
White	38	50.0	50.0	5.3	18.4	68.4	7.9
Black	17	41.2	58.8	29.4	47.1	23.5	-
Total/Mean	79	41.8	58.2	10.1	35.4	49.8	5.1

TABLE 24

TEACHERS' WORK AND TRAINING EXPERIENCE

	N	Yrs Teach Total ≤1 %	Yrs Teach Total ≤5 %	Yrs Working With Disadvantaged ≤1 %	Yrs Working With Disadvantaged ≤5 %	Yrs Working With Migratory ≤1 %	Yrs Working With Migratory ≤5 %	Received Training For Disadvantaged Yes %	Received Training For Disadvantaged No %	Received Training For Slow Learner Yes %	Received Training For Slow Learner No %
Ashford	5	60.0	-	20.0	20.0	80.0	-	60.0	40.0	40.0	50.0
Hartford	24	54.2	16.7	41.7	16.7	62.5	4.2	62.5	37.5	41.7	58.3
Windham	7	42.9	14.3	42.9	57.1	42.9	14.3	85.7	14.3	85.7	14.3
Hamden	21	33.3	33.3	42.9	9.5	71.4	-	47.6	52.4	19.1	80.9
Meriden	9	33.3	22.2	33.3	22.2	55.6	-	55.6	44.4	55.6	44.4
Waterbury	7	28.6	42.8	14.3	28.6	42.9	14.3	57.1	42.9	57.1	42.9
Crystal Lake	7	42.9	14.3	42.9	-	85.7	-	42.9	57.1	57.1	42.9
N =	80										
Mean Total		42.5	22.5	35.0	18.8	63.8	3.8	57.5	42.5	43.8	56.2

TABLE 25

TEACHER EXPERIENCE BY RACIAL BACKGROUND

		Teacher Experience					
		Years Teaching		Years Working With Migrants		Years Working With Disadvantaged	
	N	≤1	≥5	≤1	≥5	≤1	≥5
Spanish-Speaking	24	54.2	20.8	75.0	-	50.0	8.3
White	38	34.2	21.0	68.4	-	36.8	15.8
Black	17	47.1	23.5	41.2	11.8	11.8	35.3
Total/Mean	79	43.0	21.5	64.6	2.5	35.4	17.3

TABLE 26

TEACHER ATTITUDES ABOUT THEIR STUDENTS

Items	CENTERS							Total	Commission Results [1]
	Ash	Hart	Wind	Hamd	Meri	Wat	Cryst		
1. Pupils are uneducable and teachers can do little more than maintain discipline	3.0	2.8	3.0	2.9	2.8	3.0	3,0	2.9	(2.8)
2. Pupils can be taught only by most skilful teachers	2.0	2.3	2.2	2.6	2.7	2.5	1.9	2.4	(1.9)
3. Pupils come with an interest in learning but their preparation is so poor, they are hard to help	2.0	2.1	2.0	2.3	2.3	2.3	2.4	2.2	(1.9)
4. There are ordinary pupils with just about average interest in schooling and average ability	2.8	2.4	2.0	2.2	2.0	2.1	2.7	2.3	(2.0)
5. Almost any teachers can teach these pupils if he or she puts his or her mind to it and works hard at it	2.2	1.8	1.7	2.1	1.3	1.7	1.8	1.8	(1.8)
6. Pupils are above average in ability but are interested only in some things	2.2	2.4	2.3	2.6	2.8	2.4	2.2	2.5	(2.6)
7. Pupils are above average in ability and interest and are generally cooperative	2.2	2.5	2.1	2.0	2.3	2.0	2.3	2.3	(2.5)
N =	5	24	7	21	9	7	7	80	

Mean scores are based on following values:

Mainly true = 1
Partially true = 2
Not true = 3

[1] Data obtained from Supplemental Studies for The National Advisory Commission on Civil Disorders

TABLE 27

TEACHER ATTITUDES ABOUT MIGRATORY PARENTS

		Relative Concern[1]				Homes Visited			Degree of Difficulty in Talking With Parents			
		More	Less	Same		None	Some	Many	Little	Some	Great	
	N	%	%	%	Mean[2]	%	%	%	%	%	%	Mean[3]
CENTERS												
Ashford	5	20.0	20.0	60.0	2.0	40.0	60.0	-	100.	-	-	1.0
Hartford	24	5.6	27.8	66.7	1.8	33.3	54.2	12.5	31.6	63.2	5.3	1.7
Windham	7	14.3	-	85.7	2.1	-	71.4	28.6	57.1	28.6	14.3	1.6
Hamden	21	14.3	-	85.7	2.1	9.5	47.6	42.9	85.7	14.3	-	1.1
Meriden	9	11.1	22.2	66.7	1.9	55.6	33.3	11.1	50.0	,50.0	-	1.5
Waterbury	7	16.7	--	83.3	2.2	28.6	57.1	14.3	71.4	28.6	-	1.3
Crystal Lake	7	50.0	25.0	25.0	2.3	57.1	28.6	14.3	100.	-	-	1.0
N=80												
Mean Total		14.3	12.9	72.9	2.0	28.8	50.0	21.3	64.3	32.9	2.9	1.4

[1] "Compared to parents of about the same economic status, are migratory parents more less concerned for the education and welfare of their children."

[2] Mean scores are based on following values:
More concerned = 3
Same concerned = 2
Less concerned = 1

[3] Mean scores are based on following values:
Little difficulty = 1
Some difficulty = 2
Great difficulty = 3

TABLE 28

TEACHERS' ATTITUDE ABOUT THE COMMUNITY

Items	CENTERS							
	Ash	Hart	Wind	Hamd	Meri	Wat	Cryst	Total
1. Many communities provide such a terrible environment for the pupils that education doesn't do much good	3.0	2.5	2.9	2.6	3.0	2.8	2.6	2.7
2. If the average community was given more voice in running the school, it would better meet the needs of the pupils	2.2	2.0	1.9	2.4	1.9	1.8	2.6	2.1
3. Most of the people in the average community are hostile to the efforts of the city to educate the children	3.6	2.7	3.1	2.9	3.0	2.8	2.8	2.9
4. Most parents try to help their children get a good education but far too many other influences distract the pupils	2.5	2.0	2.0	2.1	2.3	2.2	2.6	2.1
5. Some schools are trying to give the parents and other community residents more control over running the school in their neighborhoods, even sometimes letting parents come into the classroom to help with the teaching and other work as sub-professionals	1.6	1.5	1.3	1.9	1.7	1.8	1.4	1.6
N =	5	24	7	21	9	7	7	80

Mean scores based on following values:

Strongly agree = 1
Slightly agree = 2
Slightly disagree = 3
Strongly disagree = 4

TABLE 29

TEACHERS' PERCEPTION OF POWERFULNESS

	CENTERS							
	Ash	Hart	Wind	Hamd	Meri	Wat	Cryst	Total
1. People can control what happens or are they controlled largely by forces they cannot fully understand or affect?	1.6	2.1	1.9	1.6	1.6	1.7	1.7	1.8
2. You can control what happens or are you controlled by forces you cannot fully understand or affect?	1.6	2.1	1.9	1.6	1.6	1.7	1.7	1.8
3. These children can control what happens to them, or are they controlled by forces they cannot fully understand or affect?	2.5	2.8	3.0	2.0	2.7	2.0	2.1	2.4
4. These children's parents can control what happens to them or are they controlled by forces they cannot fully understand or affect?	2.5	2.6	2.6	1.9	2.1	2.1	2.3	2.3
N =	5	24	7	21	9	7	7	80
Mean Total	2.1	2.4	2.4	1.8	2.0	1.9	2.0	2.1

Mean scores are based on following values:

Largely can control what happens = 1
Can control what happens = 2
Can control very little of what happens = 3
Can't control what happens at all = 4

TABLE 30

TEACHER PERCEPTIONS OF POWERFULNESS BY TEACHER RACIAL BACKGROUND

Perceptions of Powerfulness	Teacher Racial Background							
	Spanish-Speaking		White		Black		Total	
	N	%	N	%	N	%	N	%
Can largely control what happens	9	37.5	8	21.1	1	5.9	18	22.8
Can somewhat control what happens	11	45.8	16	42.1	12	70.6	39	49.4
Can control very little of what happens	4	16.7	14	36.8	4	23.5	22	27.8
Total	24	100.0	38	100.0	17	100.0	79	100.0

APPENDIX A

SUMMER PROGRAM FOR MIGRANT CHILDREN

CHILD QUESTIONNAIRE

This questionnaire is to be completed for each child in your class. Indicate your answer to each question by writing the number of choice (answer) in the margin on the left.

NAME OF CHILD _____

A. GENERAL EXPECTATIONS OF THE CHILD

1. Completing grade 8: From your observation and knowledge of this child, estimate his/her chance of completing grade 8.

   (1) will certainly complete grade 8
   (2) will probably complete grade 8
   (3) will possibly complete grade 8
   (4) will probably not complete grade 8
   (5) will certainly not complete grade 8

2. Ability to complete grade 8: From your observation and knowledge of this child, estimate his/her ability to complete grade 8.

   (1) definitely has the ability to complete grade 8
   (2) probably has the ability to complete grade 8
   (3) may have the ability to complete grade 8
   (4) probably does not have the ability to complete grade 8
   (5) definitely does not have the ability to complete grade 8

3. Completing high school: From your observation and knowledge of this child, estimate his/her chance of completing high school.

   (1) will certainly complete high school
   (2) will probably complete high school
   (3) will possibly complete high school
   (4) will certainly not complete high school

4. Ability to complete high school: From your observation and knowledge of this child, estimate his/her ability to complete high school.

   (1) definitely has the ability to complete high school
   (2) probably has the ability to complete high school
   (3) may have the ability to complete high school
   (4) probably does not have the ability to complete high school
   (5) definitely does not have the ability to complete high school

SUMMER PROGRAM FOR MIGRANT CHILDREN

CHILD QUESTIONNAIRE - PAGE 2 NAME OF CHILD _____

5. Attend college: From your observation and knowledge of this child, estimate his/her chances of attending college.

(1) will certainly attend college
(2) will probably attend college
(3) will possibly attend college
(4) will probably not attend college
(5) will certainly not attend college

6. Ability to attend college: From your observation and knowledge of this child, estimate his/her ability to attend college.

(1) definitely has the ability to attend college
(2) probably has the ability to attend college
(3) may have the ability to attend college
(4) probably does not have the ability to attend college
(5) definitely does not have the ability to attend college

B. ESTIMATED INTELLIGENCE

1. Based on your knowledge of this child, estimate his/her level of intelligence.

(1) has superior intelligence
(2) has above average intelligence
(3) has average intelligence
(4) has below average intelligence
(5) has impaired intelligence

C. GENERAL RATINGS OF CHILD'S BEHAVIOR

Based on your observation of this child, rate his/her behavior on each of the following dimensions. Indicate an answer of 1, 2, 3, 4 or 5 depending on your assessment of this child.

1.	not at all curious	1	2	somewhat curious	3	4	extremely curious	5
2.	not at all interesting	1	2	somewhat interesting	3	4	extremely interesting	5
3.	not at all successful	1	2	somewhat successful	3	4	extremely successful	5

SUMMER PROGRAM FOR MIGRANT CHILDREN

CHILD QUESTIONNAIRE - PAGE 3 NAME OF CHILD_____

4.	not at all adjusted	1	2	somewhat adjusted 3	4	extremely adjusted 5
5.	not at all appealing	1	2	somewhat appealing 3	4	extremely appealing 5
6.	not at all happy	1	2	somewhat happy 3	4	extremely happy 5
7.	not at all affectionate	1	2	somewhat affectionate 3	4	extremely affectionate 5
8.	needs a lot of approval	1	2	needs some approval 3	4	does not need approval 5

D. ASSESSMENT OF CHILD'S FAMILY

1. Based on your knowledge of this child's family, rate their general attitdue toward education and their influence on the child.

   (1) child's family has very positive influence
   (2) child's family has moderately positive influence
   (3) child's family has no apparent influence
   (4) child's family has moderately negative influence
   (5) child's family has very negative influence

2. Based on your knowledge of this child's family, rate their level on interest in their child's school progress.

   (1) child's family very interested
   (2) child's family moderately interested
   (3) child's family interested
   (4) child's family not very interested
   (5) child's family not at all interested

APPENDIX B

This questionnaire is based on one which was used by the federal government in a survey of public school teachers. It is being distributed to all teachers in this Program. Your cooperation is very much appreciated. Thank you.

NAME_____ CENTER_____

A. Background Information

1. Age: How old are you? _____

2. Sex: (check one) Male_____ Female_____

3. Social class: When you were growing up, what do you think was the social and economic class of your family? (check one)

_____ Poor
_____ Middle class
_____ Working class
_____ Upper class

4. Cultural Background (check one)

_____ Black American
_____ Spanish American
_____ White American

B. Training and Experience

1. How many years have you been teaching? _____

2. How many years experience do you have working with children from disadvantaged backgrounds? _____

3. How many years experience do you have working with migratory children? _____

4. Indicate (yes or no) whether or not you have obtained professional training in the following areas:

a. special training for work with culturally deprived youngsters: Yes _____ No _____
b. training in working with slow learners? Yes _____ No _____
c. training for work with exceptionally bright students? Yes _____ No _____
d. training in working with special emotional problems of students? Yes _____ No _____

3. Neither _____

E. Parents' Views and Roles

1. Compared to parents of about the same economic status, are migratory parents more or less concerned for the education and welfare of their children? (check one)

_____ migratory parents are generally more concerned
_____ migratory parents are generally less concerned
_____ both have about the same concern

2. In some programs teachers have a great deal of contact with the parents of their children and in others there is very little. (check one)

a. Approximately what percent of your pupils' parents have you met? (indicate a percentage) _____

b. Have you visited any of your pupils homes? (check one)
_____ No
_____ Yes, a few
_____ Yes, a lot

3. In talking with parents of your pupils, do you usually find that you have very little difficulty, some difficulty, or a great deal of difficulty in communicating with them?
_____ Very little difficulty
_____ Some difficulty
_____ A great deal of difficulty

4. In some schools, the parents treat teachers with a great deal of respect, in other schools parents treat teachers with indifference, and in still others with hostility or contempt. How is it in this school?
_____ Mostly respect
_____ Mostly indifference
_____ Mostly hostility or contempt

5. In your opinion, do the parents mainly think of the teachers as "on their side" or as adveraries in this school? (check one)
_____ Mostly on their side
_____ Mostly as adversaries

6. Do most of the pupils here regard most of their teachers mainly as friends, mainly as adversaries, or do you feel that they are mostly indifferant? (check one)
_____ Mostly as friends
_____ Mostly as adversaries

F. Evaluating This Program

Rate this program compared to the average school program these children are enrolled in during the year. (check one)

1. Overall quality

_____	Superior	_____	Below Average
_____	Above Average	_____	Inferior
_____	Average		

2. Adequacy of physical plant?

_____	Superior	_____	Below Average
_____	Above Average	_____	Inferior
_____	Average		

3. Adequacy of supplies?

_____	Superior	_____	Below Average
_____	Above Average	_____	Inferior
_____	Average		

4. Textbooks?

_____	Superior	_____	Below Average
_____	Above Average	_____	Inferior
_____	Average		

5. Quality of teaching staff?

_____	Superior	_____	Below Average
_____	Above Average	_____	Inferior
_____	Average		

6. Extra curricular activities?

_____	Superior	_____	Below Average
_____	Above Average	_____	Inferior
_____	Average		

7. Counseling and guidance?

_____	Superior	_____	Below Average
_____	Above Average	_____	Inferior
_____	Average		

8. Library for students?

_____	Superior	_____	Below Average
_____	Above Average	_____	Inferior
_____	Average		

G. What do you think about the role of the community, generally, as it relates to the schools: Do you strongly agree, slightly agree, slightly disagree or strongly disagree that .... (check one)

1. Many communities provide such a terrible environment for the pupils that education doesn't do much good in the end? (check one)

_____	Strongly agree	_____	Slightly disagree
_____	Slightly agree	_____	Strongly disagree

2. If the average community was given more voice in running the school, it would better meet the needs of the pupils? (check one)

_____	Strongly agree	_____	Slightly disagree
_____	Slightly agree	_____	Strongly disagree

3. Most of the people in the average community are hostile to the efforts of the city to educate the children? (check one)

_____ Strongly agree
_____ Slightly agree
_____ Slightly disagree
_____ Strongly disagree

4. Most parents try to help their children get a good education but far too many other influences distract the pupils? (check one)

_____ Strongly agree
_____ Slightly agree
_____ Slightly disagree
_____ Strongly disagree

H. Some schools are trying to give the parents and other community residents more control over running the school in their neighborhoods, even sometimes letting parents come into the classroom to help with the teaching and other work as sub-professionals. Do you strongly agree, slightly agree, slightly disagree or strongly disagree that this might be a good policy in general? (check one)

_____ Strongly agree
_____ Slightly agree
_____ Slightly disagree
_____ Strongly disagree

I. Career Plans

1. Do you look upon your teaching position as a permanent career choice, a temporary career while you wait for or work for a better position, or do you look upon it as a career which you can take up when you want to, but to which you are not particularly committed? (check one)

_____ Permanent career choice
_____ Temporary career
_____ Something you can take up when you want to

2. How about your position as teacher in this program — is it an assignment you want to have as long as you are teaching or would you prefer to have some other teaching assignment? (check one)

_____ Hold as long as I am teaching
_____ Prefer some other assignment

J. Job Satisfaction

With respect to this particular teaching position, are you very satisfied, somewhat satisfied, somewhat dissatisfied or very dissatisfied with .... (check one)

1. The position in general?

_____ Very satisfied
_____ Somewhat satisfied
_____ Somewhat dissatisfied
_____ Very dissatisfied

2. Its salary?

_____ Very satisfied
_____ somewhat satisfied
_____ Somewhat dissatisfied
_____ Very dissatisfied

3. Your colleagues?
   _____ Very satisfied
   _____ Somewhat satisfied
   _____ Somewhat dissatisfied
   _____ Very dissatisfied

4. Your supervisors?
   _____ Very satisfied
   _____ Somewhat satisfied
   _____ Somewhat dissatisfied
   Very dissatisfied

5. Your working conditions in general?
   _____ Very satisfied
   _____ Somewhat satified
   _____ Somewhat dissatisfied
   _____ Very dissatisfied

6. The teaching load?
   _____ Very satisfied
   _____ Somewhat satisfied
   _____ Somewhat dissatisfied
   _____ Very dissatisfied

7. The pupils?
   _____ Very satisfied
   _____ Somewhat satisfied
   _____ Somewhat dissatisfied
   _____ Very dissatisfied

8. The community?
   _____ Very satisfied
   _____ Somewhat satisfied
   _____ Somewhat dissatisfied
   _____ Very dissatisfied

9. The flexibility permitted in the classroom?
   _____ Very satisfied
   _____ Somewhat satisfied
   _____ Somewhat dissatisfied
   _____ Very dissatisfied

K. Control

1. Do you think, generally speaking, that people can control what happens, or are they controlled largely by forces they cannot fully understand or affect? That is, do you feel that people .... (check one)
   _____ Largely can control what happens?
   _____ Can somewhat control what happens?
   _____ Can control very little of what happens?
   _____ Can't control what happens at all?

2. Do you think, generally speaking, that you can control what happens, or are you controlled largely by forces you cannot fully understand or affect: That is, do you feel that you .... (check one)
   _____ Largely can control what happens?
   _____ Can somewhat control what happens?
   _____ Can control very little of what happens?
   _____ Can't control what happens at all?

3. Do you think, generally speaking, that these children can control what happens, or are they controlled largely by forces they cannot fully understand or affect? That is, do you feel that these children .... (check one)
   _____ Largely can control what happens?
   _____ Can somewhat control what happens?
   _____ Can control very little of what happens?
   _____ Can't control what happens at all?

4. Do you think, generally speaking, that these children families can control what happens, or are they controlled largely by forces they cannot fully understand or affect? That is, do you feel that these children families .... (check one)

_____ Largely can control what happens?
_____ Can somewhat control what happens?
_____ Can control very little of what happens?
_____ Can't control what happens at all?

APPENDIX C

CPPS

Does everyone see where it says "NAME?" Okay, print your first and last name. If you need more roon, write your name under the line. Now I will read the directions to you. You must listen carefully. They are written on the sheet in front of you, so, if you wish, you may read silently while I read them aloud.

I am going to tell you some stories. Each story will have two different endings. After I have finished reading each story, I will ask you to pick which ending you like better. If you like the first ending better, make an X in the circle. If you like the second ending better, make an X in the square. There are no right or wrong answers. We just want to know which ending you like better.

Okay. Now let's try one for practice. Look for the practice question on top of the answer sheet. Does everyone see it? Listen carefully to the story. After you have heard both endings, decide which one you like better and make an X in the circle or in the square.

Here is the story: Let's pretend that one day you went down to the store to buy an ice cream cone. The man in the store asks you: "Do you want a chocolate or vanilla cone?" If you said you wanted a chocolate cone, then make an X in the circle. If you said you wanted the vanilla cone, then make an X in the square. If you like the chocolate ending, make an X in the circle. If you like the vanilla ending, make an X in the square.

Now I am going to tell you some more stories. Remember, listen carefully to both endings of the story and pick which ending you like better. If you like the first ending, make an X in the circle. If

you like the second ending, make an X in the square.

APPENDIX C

CCPS

NAME _____

PRACTICE QUESTION: Let's pretend that one day you went down to the store to buy an ice cream cone. The man in the store asks you: "Do you want a chocolate or a vanilla cone?" If you said you wanted a chocolate cone, then make an X in the circle. If you said you wanted a vanilla cone, then make an X inthe square. If you like the chocolate ending, make an X in the circle. If you like the vanilla ending, make an X in the square..... P.

* * * *

1. Let's pretend that one day your teacher asked all the children in the class to draw a picture. After all the children finished, the teacher did not hang your picture on the bulletin board. Was it because it was not your turn, or because you did not do a good job?

If it was because it was not your turn, make an X in the circle; if it was because you did not do a good job, make an X in the square..... 1.

2. Let's pretend that one day, in the school playground, the teacher said: "Children, it is time to line up and go back to the classroom." You were first in line. Were you first in line because the teacher picked you to be first, or because you ran the fastest?

If it was because the teacher picked you to be first, make an X in the circle; if it was because you ran the fastest, make an X in the square..... 2.

3. Let's pretend that one day the teacher gave all the children in the class a puzzle to do. You finished the puzzle. Did you finish the puzzle because you worked hard, or because the puzzle was easy?

If it was because you worked hard, make an X in the circle; if it was because the puzzle was easy enough, make an X in the square..... 3.

4. Let's pretend that one day, in the school playground, the teacher said: "Children, it is time to line up and go back to the classroom." This time you were not first in line. Were you not first in line because you did not run the fastest, or because the teacher did not pick you?

If it was because you did not run the fastest, make an X in the circle; if it was because the teacher did not pick you, make an X in the square..... 4.

5. Let's pretend that one day your teacher asked all the children in the class to draw a picture. After all the children finished, the teacher hung your picture on the bulletin board. Did your teacher hang up your picture because it was your turn, or because you did a good job?

If it was because it was your turn, make an X in the circle; if it was because you did a good job, make an X in the square..... 5.

6. Let's pretend that one day your teacher gave all the children in the class a puzzle to do. This time you did not finish the puzzle. Was it because the puzzle was not easy enough, or because you did not work hard enough?

If it was because the puzzle was not easy enough, make an X in the circle; if it was because you did not work hard enough, make an X in the square..... 6.

7. In school, how often do you get to do the things you like to do — often, or not very often?

If you often get to do the things you like, make an X in the circle; if you don't get to do the things you like very often, make an X in the square..... 7.

8. When you raise your hand, does the teacher call on you a lot, or not very much?

If she calls on you a lot, make an X in the circle; if she doesn't call on you very much, make an X in the square..... 8.

9. If things are not going the way you want them to in school, is there anything you can do to change things? If you cannot do anything to change things, make an X in the circle; if you can do something to change things make an X in the square..... 9.

APPENDIX C

CPPS

¿Pueden todos ver dónde está la palabra "NOMBRE?" Muy bién, escriban en letra de imprenta su nombre y apellido. Si necesitan más espacio pueden escribir debajo de la línea. Ahora les leeré las instrucciones. Escuchen cuidadosamente. Están escritas en ese papel que está frente a ustedes, si lo desean pueden leerlas en voz baja mientras yo las leo en voz alta. (Leer las instrucciones despacio, mirando a los niños de vez en cuando y caminando alrededor del salón mientras lee).

Les voy a contar algunas historias. Cada historia tiene dos finales diferentes. Después que yo termine de leer cada historia, les voy a preguntar cuál final les gustó más. Si les gusta más el final de las primera marquen una X en el círculo. Si les gusta más el segundo final marquen una X en el círculo. No hay contestaciones correctas o incorrectas: solamente queremos saber cuál final les gusta más.

Muy bién. Ahora vamos hacer un ejercicio de práctica. Mira la pregunta de práctica que se encuentra arriba de la pagina. ¿Pueden todos verlo? Digan cuidadosamente la historia. Después que hayan oido los dos finales, decidan cuál les gustó más y marquen un X en el círculo o en el cuadrado. (Enseña la contesta en tu papel de contestaciones).

Esta es la historia. Vamos a imaginar que en día vamos a la tienda a comprar un cono de mantecado. El hombre en la tienda te pregunta: "¿Lo quieres de chocolate o de vainilla?" Si dijiste que lo querías de chocolate marca una X en el círculo. Si

dijiste que lo querías de vainilla marca una X en el cuadrado. Si te gustó más el final de chocolate marca una X en el círculo, si te gustó más el final de vainilla marca una X en el cuadrado.

Ahora les voy a contar más historias. Recuerden, oigan cuidadosamente a los dos finales de la historia y entonces escojan el final que más les guste. Si les gusta más el primer final marquen una X en el círculo. Si les gusta más el segundo final marquen una X en el cuadrado.

APPENDIX C

CPPS

NOMBRE _____

PREGUNTA DE PRACTICA: Vamos a imaginarnos que un día vamos a la tienda a comprar una barquilla. El hombre en la tienda te pregunta: "¿La quieres de chocolate o de vainilla?" Si dijiste que la querías de chocolate, marca una X en el círculo. Si dijiste que la querías de vainilla marca una X en el cuadrado. Si te gustó más el final de chocolate marca una X en el círculo, si te gustó más el final de vainilla marca una X en el cuadrado ..... P

* * * *

1. Vamos a imaginarnos que un día la maestra les dijo a todos los niños en la clase que dibujaran un cuadro. Después que todos terminaron la maestra no puso tu cuadro en el boletín. Sucedió porque no era tu turno, o porque no hicistes bien tu trabajo?

Si fue porque no era tu turno marca una X en el círculo; si era porque tu no hicistes un buen trabajo marca una X en el cuadrado ..... 1.

2. Vamos a imaginarnos que un día en el patio de la escuela la maestra dijo: "Niños, es tiempo de ponerse en fila y regresar al salón de clases." Tu eras el primero en la fila. Estabas primero en la fila porque la maestra te escogío primero, o porque tú corriste rápido?

Si fue porque te escogío primero marca una X en el círculo; si fue porque corriste rápido, marca una X en el cuadrado ..... 2.

3. Vamos a pretender que un día la maestra les dio a los niños en la clase un rompecabezas para hacer. Tú terminaste el rompecabezas. Lo terminaste de hacer porque trabajastes duro o porque el rompecabezas era muy fácil?

Si fue porque trabajastes duro marca una X en el círculo; si fue porque era muy fácil de hacer marca una X en el cuadrado ..... 3.

4. Vamos a pretender que un día en el patio de la escuela la maestra dijo: "Niños, es tiempo de ponerse en fila y regresar al salón de clases." Esta vez tú no fuiste el primero en la fila. No fuiste el primero en la fila porque no corriste ligero o porque la maestra no te escogió?

Si fue porque no corriste ligero, marca una X en el círculo; si fue porque la maestra no te escogió, marca una X en el cuadro ..... 4.

NOMBRE _____

5. Vamos a pretender que un día la maestra les dijo a los niños en la clase que dibujaran un cuadro. Después que todos los niños terminaron, la maestra puso tu cuadro en el boletín. Lo puso porque era el turno de poner tu trabajo en el boletin, o porque tú hiciste un bien trabajo?

Si fue porque era tu turno, marca una X en el círculo; si fue porque hiciste un buen trabajo, marca una X en el cuadrado ..... 5.

6. Vamos a imaginarnos que un día la maestra les dió a los niños un rompecabezas para hacer. Esta vez tu no terminaste el rompecabezas. Fue porque no era fácil de hacer, o porque tú no trabajaste lo suficiente?

Si fue porque no era fácil de hacer, marca una X en el círculo; si fue porque no trabajaste lo suficiente, marca una X en el cuadrado ..... 6.

7. En la escuela, ¿cuántas veces haces las cosas que te gusta hacer? A veces o algunas veces?

Si haces lo que te gusta hacer a veces, marca una X en el círculo; si no lo haces siempre marca una X en el cuadrado ..... 7.

8. Cuando levantas la mano, ¿te llama la maestra mucho o no mucho?

Si te llama mucho, marca una X en el círculo; si no te llama mucho, marca una X en el cuadrado ..... 8.

9. Si las cosas en la escuela no van como a ti te gusta, ¿hay alguna manera en que tú podrías cambiarlas?

Si tú no puedes hacer nada para cambiar las cosas, marca una X en el círculo; si puedes hacer algo para cambiar las cosas, marca una X en el cuadrado ..... 9.

APPENDIX D

EDUCATIONAL PROGRAM FOR MIGRANT CHILDREN

CONNECTICUT STATE DEPARTMENT OF EDUCATION

UNIVERSITY OF HARTFORD

REGISTRATION FORM

I. GENERAL INFORMATION:

FATHER'S NAME: _____
Last First Middle

MOTHER'S NAME: _____
Last First Middle

TELEPHONE NUMBER: _____

PRESENT ADDRESS: _____

PREVIOUS ADDRESS OUT OF STATE: _____

PLACE OF EMPLOYMENT: _____

1. HAVE YOU OR ANY MEMBERS OF YOUR FAMILY CROSSED STATE LINE OR SCHOOL DISTRICT LINES TO WORK IN ARGICULTURE? _____

2. HAVE YOU CROSSED STATE LINES WITHIN THE LAST 13 MONTHS? _____

3. HAVE YOU CHANGED SCHOOL DISTRICT WITHIN THE PAST 13 MONTHS? _____

4. HOW LONG HAVE YOU RESIDE AT PRESENT ADDRESS? _____

MEDICAL COVERAGE: _____ FOOD STAMPS _____

PARENTS: TOGETHER ( ) DIVORCED ( ) SEPARATED ( )

CHILD LIVES WITH: PARENTS ( ) RELATIVE ( ) OTHER ( )

LANGUAGE SPOKE IN HOME: ENGLISH ( ) SPANISH ( ) OTHER ( )

EMERGENCY CONTACT:

NAME: _____ ADDRESS: _____

TELEPHONE NO: _____

PERSONS INTERVIEWED: _____

INTERVIEWED BY: _____ DATE: _____

II. INFORMATION ON CHILDREN:

	NAME	BIRTHDATE	SEX	PRESENT SCHOOL ATT.	GRADE	PREVIOUS SCHOOL ATT.
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						

CHILDREN'S PLACE OF BIRTH

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

OBSERVATION:

PERMISSION FORM

I give my child permission to take field trips with the Migratory Children's Program and the teachers and aides assigned to the group. I also give permission for the teachers to arrange for physical examinations and for a licensed physician or hospital to care for my child in any emergency. The answers to these questions are complete, true and correct to the best of my knowledge.

PARENT'S SIGNATURE: _____ DATE: _____